Science Textbook Rating Sheet

Name of Instructional Materials Stemscopes Grade Level K Reviewer Name Ravi Brar

Key Features of Instructional Materials		Strong (3)	Adequate (2)	Weak (1)
F1. Presence of Phenomena/Problems. Identify and provide background information about the phenomena/problems in the unit and how they match the targeted learning goals.		✓		
F2. Presence of Three Dimensions. Identify and provide background information about each of the three dimensions in the unit. Also take note of any support for engineering, technology, and applications of science.	SEPs	✓		
	DCIs	✓		
	CCCs	✓		
	Engineering	✓		
F3. Presence of Environmental Principles and Concepts (EP&Cs). Identify and provide background information about California's EP&Cs in the unit and how they match the learning opportunities for students.		✓		
F4. Presence of Logical Sequence of Learning. Identify and provide background information on the sequence of learning in the unit.			✓	

Key Features of Instructional Materials		Strong (3)	Adequate (2)	Weak (1)
SW1. Phenomena/Problems. Provide support and strategies for how to help students figure out/solve authentic and relevant anchor and investigative phenomena/problems using the three-dimensions.		✓		
SW2. Three-dimensional Conceptual Framework. Provide support and strategies for how teachers • help students develop a conceptual framework of scientifically accurate understandings and abilities related to:	DCIs, SEPs, and CCCs	✓		
	NoS and Engineering		✓	
	EP&Cs	✓		
• create a learning environment that values and leverages students' ideas, motivates learning, and helps students negotiate new meaning as they interact with others' ideas, new information, and new experiences.			✓	

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SW3. Prior Knowledge. Provide support and strategies to leverage students' prior knowledge and experiences to motivate learning.		✓	
SW4. Metacognitive Abilities. Provide support and strategies for how to help students develop metacognitive abilities.		✓	
SW5. Equitable Learning Opportunities. Provide support, strategies, and resources for how to ensure that ***all*** students, including those from non-dominant groups and with diverse learning needs, have access to the targeted learning goals and experiences.			✓
Key Features of Instructional Materials	**Strong (3)**	**Adequate (2)**	**Weak (1)**
SP1. Monitoring Three-Dimensional Learning and EP&Cs Integration. Provide support with a range of sample student responses and/or rubrics for interpreting evidence of student learning across the three dimensions and EP&Cs (where applicable) specific to the element of each dimension, and related to the phenomenon/problem that provides context for the student performance.		✓	
SP2. Capturing Student Progress. The assessments within a unit include pre-, formative, summative, and self- or peer-assessment measures that assess three-dimensional learning, and these different types of measures are connected to one another to demonstrate student progress over time.		✓	
SP3. Variety of Measures. Provide guidance and scoring tools for using a variety of measures matched to the targeted learning goals to help students monitor their progress toward learning goals and reflect on what they have learned, how they learn it, and how to use metacognition productively.	✓		
SP4. Equitable Access. Provide support and strategies for ensuring that assessments are accessible to students from diverse backgrounds and with diverse learning needs.		✓	
SP5. Use of Assessment. Provide guidance for using formative and summative assessments to monitor student progress over time. Examples include support for: capturing student growth; interpreting results; adjusting instruction and planning for future instruction; providing feedback to students; and prompting students to consider what and how they've learned.		✓	
Key Features of Instructional Materials	**Strong (3)**	**Adequate (2)**	**Weak (1)**
TS1. Phenomena/Problems Driven Three-Dimensional Learning. Teacher materials provide background information about the phenomena included in the learning sequence, an explanation of the role of phenomena or problems in driving student learning and rationale for why the unit phenomena or problems were selected for the targeted DCIs, SEPs, CCCs, and EP&Cs (when applicable).		✓	

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TS2. Coherence. Teacher materials describe and provide a rationale for the conceptual framework and sequence of ideas, practices, and learning experiences in the learning sequences and across sequences, strategies for linking student experiences across lessons to ensure student sense-making and/or problem-solving focused on phenomena or problems is linked to learning across all three dimensions and connections to other science domains, nature of science, engineering, technology, and applications of science, math, ELA, and EP&Cs (when applicable).			✓
TS3. Effective Teaching. Teacher materials support the use of and provide a rationale and evidence of effectiveness for strategies that support students in learning through authentic and meaningful phenomena or design problems, student learning across the three dimensions and make student thinking visible; promote reasoning, sense-making, and problem-solving; challenge student thinking; and develop metacognitive abilities.		✓	
TS4. Support for Students with Diverse Learning Needs. Teacher materials provide an array of strategies to support student access to the targeted learning goals, experiences, and performances. that help teachers differentiate instruction.		✓	
TS5. Support to Monitor Student Progress. Materials provide support for teachers to monitor student learning and progress over time and make decisions about instruction and provide feedback to students.		✓	
TS6. Quality of Technological Interactivity. Rates the degree and quality of the interactivity of that component. This is not a rating for technology in general, but for technological *interactivity*. The rubric does not apply to interaction between students, but rather to how the technology responds to the individual user.	✓		
TS 7. User Friendly Format.		✓	
TS 8. Appropriate for students with special needs and English learners.		✓	
Total Points by Column:	33	30	2
Final Total Points:	65		

Strengths related to these instructional materials	Limitations related to these instructional materials

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Science Textbook Rating Sheet

Name of Instructional Materials Stem Scopes Grade Level K Reviewer Name E. Ranjbar

Key Features of Instructional Materials		Strong (3)	Adequate (2)	Weak (1)
F1. Presence of Phenomena/Problems. Identify and provide background information about the phenomena/problems in the unit and how they match the targeted learning goals.		✓		
F2. Presence of Three Dimensions. Identify and provide background information about each of the three dimensions in the unit. Also take note of any support for engineering, technology, and applications of science.	SEPs	✓		
	DCIs	✓		
	CCCs	✓		
	Engineering	✓		
F3. Presence of Environmental Principles and Concepts (EP&Cs). Identify and provide background information about California's EP&Cs in the unit and how they match the learning opportunities for students.		✓		
F4. Presence of Logical Sequence of Learning. Identify and provide background information on the sequence of learning in the unit.			✓	

Key Features of Instructional Materials		Strong (3)	Adequate (2)	Weak (1)
SW1. Phenomena/Problems. Provide support and strategies for how to help students figure out/solve authentic and relevant anchor and investigative phenomena/problems using the three-dimensions.		✓		
SW2. Three-dimensional Conceptual Framework. Provide support and strategies for how teachers • help students develop a conceptual framework of scientifically accurate understandings and abilities related to:	DCIs, SEPs, and CCCs		✓	
	NoS and Engineering			✓
	EP&Cs		✓	
• create a learning environment that values and leverages students' ideas, motivates learning, and helps students negotiate new meaning as they interact with others' ideas, new information, and new experiences.			✓	

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SW3. Prior Knowledge. Provide support and strategies to leverage students' prior knowledge and experiences to motivate learning.		✓	
SW4. Metacognitive Abilities. Provide support and strategies for how to help students develop metacognitive abilities.		✓	
SW5. Equitable Learning Opportunities. Provide support, strategies, and resources for how to ensure that ***all*** students, including those from non-dominant groups and with diverse learning needs, have access to the targeted learning goals and experiences.		✓	
Key Features of Instructional Materials	**Strong (3)**	**Adequate (2)**	**Weak (1)**
SP1. Monitoring Three-Dimensional Learning and EP&Cs Integration. Provide support with a range of sample student responses and/or rubrics for interpreting evidence of student learning across the three dimensions and EP&Cs (where applicable) specific to the element of each dimension, and related to the phenomenon/problem that provides context for the student performance.		✓	
SP2. Capturing Student Progress. The assessments within a unit include pre-, formative, summative, and self- or peer-assessment measures that assess three-dimensional learning, and these different types of measures are connected to one another to demonstrate student progress over time.		✓	
SP3. Variety of Measures. Provide guidance and scoring tools for using a variety of measures matched to the targeted learning goals to help students monitor their progress toward learning goals and reflect on what they have learned, how they learn it, and how to use metacognition productively.		✓	
SP4. Equitable Access. Provide support and strategies for ensuring that assessments are accessible to students from diverse backgrounds and with diverse learning needs.		✓	
SP5. Use of Assessment. Provide guidance for using formative and summative assessments to monitor student progress over time. Examples include support for: capturing student growth; interpreting results; adjusting instruction and planning for future instruction; providing feedback to students; and prompting students to consider what and how they've learned.		✓	
Key Features of Instructional Materials	**Strong (3)**	**Adequate (2)**	**Weak (1)**
TS1. Phenomena/Problems Driven Three-Dimensional Learning. Teacher materials provide background information about the phenomena included in the learning sequence, an explanation of the role of phenomena or problems in driving student learning and rationale for why the unit phenomena or problems were selected for the targeted DCIs, SEPs, CCCs, and EP&Cs (when applicable).		✓	

TS2. Coherence. Teacher materials describe and provide a rationale for the conceptual framework and sequence of ideas, practices, and learning experiences in the learning sequences and across sequences, strategies for linking student experiences across lessons to ensure student sense-making and/or problem-solving focused on phenomena or problems is linked to learning across all three dimensions and connections to other science domains, nature of science, engineering, technology, and applications of science, math, ELA, and EP&Cs (when applicable).			✓
TS3. Effective Teaching. Teacher materials support the use of and provide a rationale and evidence of effectiveness for strategies that support students in learning through authentic and meaningful phenomena or design problems, student learning across the three dimensions and make student thinking visible; promote reasoning, sense-making, and problem-solving; challenge student thinking; and develop metacognitive abilities.		✓	
TS4. Support for Students with Diverse Learning Needs. Teacher materials provide an array of strategies to support student access to the targeted learning goals, experiences, and performances. that help teachers differentiate instruction.		✓	
TS5. Support to Monitor Student Progress. Materials provide support for teachers to monitor student learning and progress over time and make decisions about instruction and provide feedback to students.			✓
TS6. Quality of Technological Interactivity. Rates the degree and quality of the interactivity of that component. This is not a rating for technology in general, but for technological *interactivity*. The rubric does not apply to interaction between students, but rather to how the technology responds to the individual user.	✓		
TS 7. User Friendly Format.		✓	
TS 8. Appropriate for students with special needs and English learners.		✓	
Total Points by Column:	24	34	3
Final Total Points:		61	

Strengths related to these instructional materials	Limitations related to these instructional materials

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Science Textbook Rating Sheet

Name of Instructional Materials STEMscopes Grade Level K Reviewer Name Mandy Redfern

Key Features of Instructional Materials		Strong (3)	Adequate (2)	Weak (1)
F1. Presence of Phenomena/Problems. Identify and provide background information about the phenomena/problems in the unit and how they match the targeted learning goals.		✓		
F2. Presence of Three Dimensions. Identify and provide background information about each of the three dimensions in the unit. Also take note of any support for engineering, technology, and applications of science.	SEPs	✓		
	DCIs	✓		
	CCCs	✓		
	Engineering	✓		
F3. Presence of Environmental Principles and Concepts (EP&Cs). Identify and provide background information about California's EP&Cs in the unit and how they match the learning opportunities for students.		✓		
F4. Presence of Logical Sequence of Learning. Identify and provide background information on the sequence of learning in the unit.			✓	

Key Features of Instructional Materials		Strong (3)	Adequate (2)	Weak (1)
SW1. Phenomena/Problems. Provide support and strategies for how to help students figure out/solve authentic and relevant anchor and investigative phenomena/problems using the three-dimensions.		✓		
SW2. Three-dimensional Conceptual Framework. Provide support and strategies for how teachers	DCIs, SEPs, and CCCs	✓		
• help students develop a conceptual framework of scientifically accurate understandings and abilities related to:	NoS and Engineering		✓	
	EP&Cs	✓		
• create a learning environment that values and leverages students' ideas, motivates learning, and helps students negotiate new meaning as they interact with others' ideas, new information, and new experiences.			✓	

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SW3. Prior Knowledge. Provide support and strategies to leverage students' prior knowledge and experiences to motivate learning.		✓	
SW4. Metacognitive Abilities. Provide support and strategies for how to help students develop metacognitive abilities.		✓	
SW5. Equitable Learning Opportunities. Provide support, strategies, and resources for how to ensure that ***all*** students, including those from non-dominant groups and with diverse learning needs, have access to the targeted learning goals and experiences.			✓
Key Features of Instructional Materials	**Strong (3)**	**Adequate (2)**	**Weak (1)**
SP1. Monitoring Three-Dimensional Learning and EP&Cs Integration. Provide support with a range of sample student responses and/or rubrics for interpreting evidence of student learning across the three dimensions and EP&Cs (where applicable) specific to the element of each dimension, and related to the phenomenon/problem that provides context for the student performance.		✓	
SP2. Capturing Student Progress. The assessments within a unit include pre-, formative, summative, and self- or peer-assessment measures that assess three-dimensional learning, and these different types of measures are connected to one another to demonstrate student progress over time.		✓	
SP3. Variety of Measures. Provide guidance and scoring tools for using a variety of measures matched to the targeted learning goals to help students monitor their progress toward learning goals and reflect on what they have learned, how they learn it, and how to use metacognition productively.		✓	
SP4. Equitable Access. Provide support and strategies for ensuring that assessments are accessible to students from diverse backgrounds and with diverse learning needs.		✓	
SP5. Use of Assessment. Provide guidance for using formative and summative assessments to monitor student progress over time. Examples include support for: capturing student growth; interpreting results; adjusting instruction and planning for future instruction; providing feedback to students; and prompting students to consider what and how they've learned.		✓	
Key Features of Instructional Materials	**Strong (3)**	**Adequate (2)**	**Weak (1)**
TS1. Phenomena/Problems Driven Three-Dimensional Learning. Teacher materials provide background information about the phenomena included in the learning sequence, an explanation of the role of phenomena or problems in driving student learning and rationale for why the unit phenomena or problems were selected for the targeted DCIs, SEPs, CCCs, and EP&Cs (when applicable).		✓	

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TS2. Coherence. Teacher materials describe and provide a rationale for the conceptual framework and sequence of ideas, practices, and learning experiences in the learning sequences and across sequences, strategies for linking student experiences across lessons to ensure student sense-making and/or problem-solving focused on phenomena or problems is linked to learning across all three dimensions and connections to other science domains, nature of science, engineering, technology, and applications of science, math, ELA, and EP&Cs (when applicable).			✓
TS3. Effective Teaching. Teacher materials support the use of and provide a rationale and evidence of effectiveness for strategies that support students in learning through authentic and meaningful phenomena or design problems, student learning across the three dimensions and make student thinking visible; promote reasoning, sense-making, and problem-solving; challenge student thinking; and develop metacognitive abilities.		✓	
TS4. Support for Students with Diverse Learning Needs. Teacher materials provide an array of strategies to support student access to the targeted learning goals, experiences, and performances. that help teachers differentiate instruction.		✓	
TS5. Support to Monitor Student Progress. Materials provide support for teachers to monitor student learning and progress over time and make decisions about instruction and provide feedback to students.		✓	
TS6. Quality of Technological Interactivity. Rates the degree and quality of the interactivity of that component. This is not a rating for technology in general, but for technological *interactivity*. The rubric does not apply to interaction between students, but rather to how the technology responds to the individual user.	✓		
TS 7. User Friendly Format.			✓
TS 8. Appropriate for students with special needs and English learners.		✓	
Total Points by Column:	30	30	3
Final Total Points:	63		

Strengths related to these instructional materials	Limitations related to these instructional materials
* high quality online resources * strong hands on experiences	*entire program is online * STEMscopedia not appropriate for K * student notebook has 394 pag. K students cannot count that high!

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Science Textbook Rating Sheet

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Name of Instructional Materials Stemscopes Grade Level 1 Reviewer Name Julie Ryan

Key Features of Instructional Materials		Strong (3)	Adequate (2)	Weak (1)
F1. Presence of Phenomena/Problems. Identify and provide background information about the phenomena/problems in the unit and how they match the targeted learning goals.			✓	
F2. Presence of Three Dimensions. Identify and provide background information about each of the three dimensions in the unit. Also take note of any support for engineering, technology, and applications of science.	SEPs	✓		
	DCIs	✓		
	CCCs	✓		
	Engineering	✓		
F3. Presence of Environmental Principles and Concepts (EP&Cs). Identify and provide background information about California's EP&Cs in the unit and how they match the learning opportunities for students.		✓		
F4. Presence of Logical Sequence of Learning. Identify and provide background information on the sequence of learning in the unit.			✓	

Key Features of Instructional Materials		Strong (3)	Adequate (2)	Weak (1)
SW1. Phenomena/Problems. Provide support and strategies for how to help students figure out/solve authentic and relevant anchor and investigative phenomena/problems using the three-dimensions.		✓		
SW2. Three-dimensional Conceptual Framework. Provide support and strategies for how teachers	DCIs, SEPs, and CCCs	✓		
• help students develop a conceptual framework of scientifically accurate understandings and abilities related to:	NoS and Engineering		✓	
	EP&Cs	✓		
• create a learning environment that values and leverages students' ideas, motivates learning, and helps students negotiate new meaning as they interact with others' ideas, new information, and new experiences.			✓	

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SW3. Prior Knowledge. Provide support and strategies to leverage students' prior knowledge and experiences to motivate learning.	✓		
SW4. Metacognitive Abilities. Provide support and strategies for how to help students develop metacognitive abilities.		✓	
SW5. Equitable Learning Opportunities. Provide support, strategies, and resources for how to ensure that ***all*** students, including those from non-dominant groups and with diverse learning needs, have access to the targeted learning goals and experiences.		✓	
Key Features of Instructional Materials	**Strong (3)**	**Adequate (2)**	**Weak (1)**
SP1. Monitoring Three-Dimensional Learning and EP&Cs Integration. Provide support with a range of sample student responses and/or rubrics for interpreting evidence of student learning across the three dimensions and EP&Cs (where applicable) specific to the element of each dimension, and related to the phenomenon/problem that provides context for the student performance.		✓	
SP2. Capturing Student Progress. The assessments within a unit include pre-, formative, summative, and self- or peer-assessment measures that assess three-dimensional learning, and these different types of measures are connected to one another to demonstrate student progress over time.		✓	
SP3. Variety of Measures. Provide guidance and scoring tools for using a variety of measures matched to the targeted learning goals to help students monitor their progress toward learning goals and reflect on what they have learned, how they learn it, and how to use metacognition productively.		✓	
SP4. Equitable Access. Provide support and strategies for ensuring that assessments are accessible to students from diverse backgrounds and with diverse learning needs.		✓	
SP5. Use of Assessment. Provide guidance for using formative and summative assessments to monitor student progress over time. Examples include support for: capturing student growth; interpreting results; adjusting instruction and planning for future instruction; providing feedback to students; and prompting students to consider what and how they've learned.	✓		
Key Features of Instructional Materials	**Strong (3)**	**Adequate (2)**	**Weak (1)**
TS1. Phenomena/Problems Driven Three-Dimensional Learning. Teacher materials provide background information about the phenomena included in the learning sequence, an explanation of the role of phenomena or problems in driving student learning and rationale for why the unit phenomena or problems were selected for the targeted DCIs, SEPs, CCCs, and EP&Cs (when applicable).			✓

	3	2	1
TS2. Coherence. Teacher materials describe and provide a rationale for the conceptual framework and sequence of ideas, practices, and learning experiences in the learning sequences and across sequences, strategies for linking student experiences across lessons to ensure student sense-making and/or problem-solving focused on phenomena or problems is linked to learning across all three dimensions and connections to other science domains, nature of science, engineering, technology, and applications of science, math, ELA, and EP&Cs (when applicable).		✓	
TS3. Effective Teaching. Teacher materials support the use of and provide a rationale and evidence of effectiveness for strategies that support students in learning through authentic and meaningful phenomena or design problems, student learning across the three dimensions and make student thinking visible; promote reasoning, sense-making, and problem-solving; challenge student thinking; and develop metacognitive abilities.		✓	
TS4. Support for Students with Diverse Learning Needs. Teacher materials provide an array of strategies to support student access to the targeted learning goals, experiences, and performances. that help teachers differentiate instruction.		✓	
TS5. Support to Monitor Student Progress. Materials provide support for teachers to monitor student learning and progress over time and make decisions about instruction and provide feedback to students.		✓	
TS6. Quality of Technological Interactivity. Rates the degree and quality of the interactivity of that component. This is not a rating for technology in general, but for technological *interactivity*. The rubric does not apply to interaction between students, but rather to how the technology responds to the individual user.	✓		
TS 7. User Friendly Format.		✓	
TS 8. Appropriate for students with special needs and English learners.		✓	
Total Points by Column:	33	32	1
Final Total Points:	66		

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Strengths related to these instructional materials	Limitations related to these instructional materials

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Science Textbook Rating Sheet

Name of Instructional Materials STEMscopes Grade Level 1 Reviewer Name Jan Rappleye

Key Features of Instructional Materials		Strong (3)	Adequate (2)	Weak (1)
F1. Presence of Phenomena/Problems. Identify and provide background information about the phenomena/problems in the unit and how they match the targeted learning goals.			✓	
F2. Presence of Three Dimensions. Identify and provide background information about each of the three dimensions in the unit. Also take note of any support for engineering, technology, and applications of science.	SEPs	✓		
	DCIs	✓		
	CCCs	✓		
	Engineering	✓		
F3. Presence of Environmental Principles and Concepts (EP&Cs). Identify and provide background information about California's EP&Cs in the unit and how they match the learning opportunities for students.		✓		
F4. Presence of Logical Sequence of Learning. Identify and provide background information on the sequence of learning in the unit.			✓	
Key Features of Instructional Materials		**Strong (3)**	**Adequate (2)**	**Weak (1)**
SW1. Phenomena/Problems. Provide support and strategies for how to help students figure out/solve authentic and relevant anchor and investigative phenomena/problems using the three-dimensions.		✓		
SW2. Three-dimensional Conceptual Framework. Provide support and strategies for how teachers • help students develop a conceptual framework of scientifically accurate understandings and abilities related to:	DCIs, SEPs, and CCCs	✓		
	NoS and Engineering		✓	
	EP&Cs	✓		
• create a learning environment that values and leverages students' ideas, motivates learning, and helps students negotiate new meaning as they interact with others' ideas, new information, and new experiences.			✓	

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SW3. Prior Knowledge. Provide support and strategies to leverage students' prior knowledge and experiences to motivate learning.	✓		
SW4. Metacognitive Abilities. Provide support and strategies for how to help students develop metacognitive abilities.		✓	
SW5. Equitable Learning Opportunities. Provide support, strategies, and resources for how to ensure that ***all*** students, including those from non-dominant groups and with diverse learning needs, have access to the targeted learning goals and experiences.		✓	
Key Features of Instructional Materials	**Strong (3)**	**Adequate (2)**	**Weak (1)**
SP1. Monitoring Three-Dimensional Learning and EP&Cs Integration. Provide support with a range of sample student responses and/or rubrics for interpreting evidence of student learning across the three dimensions and EP&Cs (where applicable) specific to the element of each dimension, and related to the phenomenon/problem that provides context for the student performance.		✓	
SP2. Capturing Student Progress. The assessments within a unit include pre-, formative, summative, and self- or peer-assessment measures that assess three-dimensional learning, and these different types of measures are connected to one another to demonstrate student progress over time.		✓	
SP3. Variety of Measures. Provide guidance and scoring tools for using a variety of measures matched to the targeted learning goals to help students monitor their progress toward learning goals and reflect on what they have learned, how they learn it, and how to use metacognition productively.		✓	
SP4. Equitable Access. Provide support and strategies for ensuring that assessments are accessible to students from diverse backgrounds and with diverse learning needs.		✓	
SP5. Use of Assessment. Provide guidance for using formative and summative assessments to monitor student progress over time. Examples include support for: capturing student growth; interpreting results; adjusting instruction and planning for future instruction; providing feedback to students; and prompting students to consider what and how they've learned.	✓		
Key Features of Instructional Materials	**Strong (3)**	**Adequate (2)**	**Weak (1)**
TS1. Phenomena/Problems Driven Three-Dimensional Learning. Teacher materials provide background information about the phenomena included in the learning sequence, an explanation of the role of phenomena or problems in driving student learning and rationale for why the unit phenomena or problems were selected for the targeted DCIs, SEPs, CCCs, and EP&Cs (when applicable).			✓

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TS2. Coherence. Teacher materials describe and provide a rationale for the conceptual framework and sequence of ideas, practices, and learning experiences in the learning sequences and across sequences, strategies for linking student experiences across lessons to ensure student sense-making and/or problem-solving focused on phenomena or problems is linked to learning across all three dimensions and connections to other science domains, nature of science, engineering, technology, and applications of science, math, ELA, and EP&Cs (when applicable).		✓	
TS3. Effective Teaching. Teacher materials support the use of and provide a rationale and evidence of effectiveness for strategies that support students in learning through authentic and meaningful phenomena or design problems, student learning across the three dimensions and make student thinking visible; promote reasoning, sense-making, and problem-solving; challenge student thinking; and develop metacognitive abilities.		✓	
TS4. Support for Students with Diverse Learning Needs. Teacher materials provide an array of strategies to support student access to the targeted learning goals, experiences, and performances. that help teachers differentiate instruction.		✓	
TS5. Support to Monitor Student Progress. Materials provide support for teachers to monitor student learning and progress over time and make decisions about instruction and provide feedback to students.		✓	
TS6. Quality of Technological Interactivity. Rates the degree and quality of the interactivity of that component. This is not a rating for technology in general, but for technological *interactivity*. The rubric does not apply to interaction between students, but rather to how the technology responds to the individual user.	✓		
TS 7. User Friendly Format.		✓	
TS 8. Appropriate for students with special needs and English learners.		✓	
Total Points by Column:	33	32	1
Final Total Points:		66	

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Strengths related to these instructional materials	Limitations related to these instructional materials

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Science Textbook Rating Sheet

Name of Instructional Materials STEM Scopes Grade Level 1 Reviewer Name Camilla Hartman

Key Features of Instructional Materials		Strong (3)	Adequate (2)	Weak (1)
F1. Presence of Phenomena/Problems. Identify and provide background information about the phenomena/problems in the unit and how they match the targeted learning goals.			✓	
F2. Presence of Three Dimensions. Identify and provide background information about each of the three dimensions in the unit. Also take note of any support for engineering, technology, and applications of science.	SEPs	✓		
	DCIs	✓		
	CCCs	✓		
	Engineering	✓		
F3. Presence of Environmental Principles and Concepts (EP&Cs). Identify and provide background information about California's EP&Cs in the unit and how they match the learning opportunities for students.		✓		
F4. Presence of Logical Sequence of Learning. Identify and provide background information on the sequence of learning in the unit.			✓	

Key Features of Instructional Materials		Strong (3)	Adequate (2)	Weak (1)
SW1. Phenomena/Problems. Provide support and strategies for how to help students figure out/solve authentic and relevant anchor and investigative phenomena/problems using the three-dimensions.		✓		
SW2. Three-dimensional Conceptual Framework. Provide support and strategies for how teachers • help students develop a conceptual framework of scientifically accurate understandings and abilities related to:	DCIs, SEPs, and CCCs	✓		
	NoS and Engineering		✓	
	EP&Cs	✓		
• create a learning environment that values and leverages students' ideas, motivates learning, and helps students negotiate new meaning as they interact with others' ideas, new information, and new experiences.			✓	

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SW3. Prior Knowledge. Provide support and strategies to leverage students' prior knowledge and experiences to motivate learning.	✓		
SW4. Metacognitive Abilities. Provide support and strategies for how to help students develop metacognitive abilities.		✓	
SW5. Equitable Learning Opportunities. Provide support, strategies, and resources for how to ensure that ***all*** students, including those from non-dominant groups and with diverse learning needs, have access to the targeted learning goals and experiences.		✓	
Key Features of Instructional Materials	**Strong (3)**	**Adequate (2)**	**Weak (1)**
SP1. Monitoring Three-Dimensional Learning and EP&Cs Integration. Provide support with a range of sample student responses and/or rubrics for interpreting evidence of student learning across the three dimensions and EP&Cs (where applicable) specific to the element of each dimension, and related to the phenomenon/problem that provides context for the student performance.		✓	
SP2. Capturing Student Progress. The assessments within a unit include pre-, formative, summative, and self- or peer-assessment measures that assess three-dimensional learning, and these different types of measures are connected to one another to demonstrate student progress over time.		✓	
SP3. Variety of Measures. Provide guidance and scoring tools for using a variety of measures matched to the targeted learning goals to help students monitor their progress toward learning goals and reflect on what they have learned, how they learn it, and how to use metacognition productively.		✓	
SP4. Equitable Access. Provide support and strategies for ensuring that assessments are accessible to students from diverse backgrounds and with diverse learning needs.		✓	
SP5. Use of Assessment. Provide guidance for using formative and summative assessments to monitor student progress over time. Examples include support for: capturing student growth; interpreting results; adjusting instruction and planning for future instruction; providing feedback to students; and prompting students to consider what and how they've learned.	✓		
Key Features of Instructional Materials	**Strong (3)**	**Adequate (2)**	**Weak (1)**
TS1. Phenomena/Problems Driven Three-Dimensional Learning. Teacher materials provide background information about the phenomena included in the learning sequence, an explanation of the role of phenomena or problems in driving student learning and rationale for why the unit phenomena or problems were selected for the targeted DCIs, SEPs, CCCs, and EP&Cs (when applicable).			✓

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TS2. Coherence. Teacher materials describe and provide a rationale for the conceptual framework and sequence of ideas, practices, and learning experiences in the learning sequences and across sequences, strategies for linking student experiences across lessons to ensure student sense-making and/or problem-solving focused on phenomena or problems is linked to learning across all three dimensions and connections to other science domains, nature of science, engineering, technology, and applications of science, math, ELA, and EP&Cs (when applicable).		✓	
TS3. Effective Teaching. Teacher materials support the use of and provide a rationale and evidence of effectiveness for strategies that support students in learning through authentic and meaningful phenomena or design problems, student learning across the three dimensions and make student thinking visible; promote reasoning, sense-making, and problem-solving; challenge student thinking; and develop metacognitive abilities.		✓	
TS4. Support for Students with Diverse Learning Needs. Teacher materials provide an array of strategies to support student access to the targeted learning goals, experiences, and performances. that help teachers differentiate instruction.		✓	
TS5. Support to Monitor Student Progress. Materials provide support for teachers to monitor student learning and progress over time and make decisions about instruction and provide feedback to students.		✓	
TS6. Quality of Technological Interactivity. Rates the degree and quality of the interactivity of that component. This is not a rating for technology in general, but for technological *interactivity*. The rubric does not apply to interaction between students, but rather to how the technology responds to the individual user.	✓		
TS 7. User Friendly Format.		✓	
TS 8. Appropriate for students with special needs and English learners.		✓	
Total Points by Column:	33	32	1
Final Total Points:		66	

Strengths related to these instructional materials	Limitations related to these instructional materials
	Textbook Not student Friendly plant + animal + shadow + 3½ months 3 months 3 wks. -too heavy

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Science Textbook Rating Sheet

Name of Instructional Materials STEM scopes Grade Level 2 Reviewer Name Carey Durfee

Key Features of Instructional Materials		Strong (3)	Adequate (2)	Weak (1)
F1. Presence of Phenomena/Problems. Identify and provide background information about the phenomena/problems in the unit and how they match the targeted learning goals.		X		
F2. Presence of Three Dimensions. Identify and provide background information about each of the three dimensions in the unit. Also take note of any support for engineering, technology, and applications of science.	SEPs	X		
	DCIs	X		
	CCCs	X		
	Engineering	X		
F3. Presence of Environmental Principles and Concepts (EP&Cs). Identify and provide background information about California's EP&Cs in the unit and how they match the learning opportunities for students.		X		
F4. Presence of Logical Sequence of Learning. Identify and provide background information on the sequence of learning in the unit.		X		
Key Features of Instructional Materials		**Strong (3)**	**Adequate (2)**	**Weak (1)**
SW1. Phenomena/Problems. Provide support and strategies for how to help students figure out/solve authentic and relevant anchor and investigative phenomena/problems using the three-dimensions.			X	
SW2. Three-dimensional Conceptual Framework. Provide support and strategies for how teachers	DCIs, SEPs, and CCCs	X		
• help students develop a conceptual framework of scientifically accurate understandings and abilities related to:	NoS and Engineering	X		
	EP&Cs	X		
• create a learning environment that values and leverages students' ideas, motivates learning, and helps students negotiate new meaning as they interact with others' ideas, new information, and new experiences.		X		

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SW3. Prior Knowledge. Provide support and strategies to leverage students' prior knowledge and experiences to motivate learning.	X		
SW4. Metacognitive Abilities. Provide support and strategies for how to help students develop metacognitive abilities.		X	
SW5. Equitable Learning Opportunities. Provide support, strategies, and resources for how to ensure that ***all*** students, including those from non-dominant groups and with diverse learning needs, have access to the targeted learning goals and experiences.	X		
Key Features of Instructional Materials	**Strong (3)**	**Adequate (2)**	**Weak (1)**
SP1. Monitoring Three-Dimensional Learning and EP&Cs Integration. Provide support with a range of sample student responses and/or rubrics for interpreting evidence of student learning across the three dimensions and EP&Cs (where applicable) specific to the element of each dimension, and related to the phenomenon/problem that provides context for the student performance.	X		
SP2. Capturing Student Progress. The assessments within a unit include pre-, formative, summative, and self- or peer-assessment measures that assess three-dimensional learning, and these different types of measures are connected to one another to demonstrate student progress over time.	X		
SP3. Variety of Measures. Provide guidance and scoring tools for using a variety of measures matched to the targeted learning goals to help students monitor their progress toward learning goals and reflect on what they have learned, how they learn it, and how to use metacognition productively.	X		
SP4. Equitable Access. Provide support and strategies for ensuring that assessments are accessible to students from diverse backgrounds and with diverse learning needs.	X		
SP5. Use of Assessment. Provide guidance for using formative and summative assessments to monitor student progress over time. Examples include support for: capturing student growth; interpreting results; adjusting instruction and planning for future instruction; providing feedback to students; and prompting students to consider what and how they've learned.			
Key Features of Instructional Materials	**Strong (3)**	**Adequate (2)**	**Weak (1)**
TS1. Phenomena/Problems Driven Three-Dimensional Learning. Teacher materials provide background information about the phenomena included in the learning sequence, an explanation of the role of phenomena or problems in driving student learning and rationale for why the unit phenomena or problems were selected for the targeted DCIs, SEPs, CCCs, and EP&Cs (when applicable).	X		

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TS2. Coherence. Teacher materials describe and provide a rationale for the conceptual framework and sequence of ideas, practices, and learning experiences in the learning sequences and across sequences, strategies for linking student experiences across lessons to ensure student sense-making and/or problem-solving focused on phenomena or problems is linked to learning across all three dimensions and connections to other science domains, nature of science, engineering, technology, and applications of science, math, ELA, and EP&Cs (when applicable).	X		
TS3. Effective Teaching. Teacher materials support the use of and provide a rationale and evidence of effectiveness for strategies that support students in learning through authentic and meaningful phenomena or design problems, student learning across the three dimensions and make student thinking visible; promote reasoning, sense-making, and problem-solving; challenge student thinking; and develop metacognitive abilities.	X		
TS4. Support for Students with Diverse Learning Needs. Teacher materials provide an array of strategies to support student access to the targeted learning goals, experiences, and performances. that help teachers differentiate instruction.	X		
TS5. Support to Monitor Student Progress. Materials provide support for teachers to monitor student learning and progress over time and make decisions about instruction and provide feedback to students.	X		
TS6. Quality of Technological Interactivity. Rates the degree and quality of the interactivity of that component. This is not a rating for technology in general, but for technological *interactivity*. The rubric does not apply to interaction between students, but rather to how the technology responds to the individual user.	X		
TS 7. User Friendly Format.	X		
TS 8. Appropriate for students with special needs and English learners.	X		
Total Points by Column:	75	4	~~0~~
Final Total Points:	79		

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Strengths related to these instructional materials	Limitations related to these instructional materials
Looks rigorous Strong online component.	Not that ideal for lower grades (K-1) Workbook + student book ↳ seems disorganized Still want to pilot since it seems we don't have thorough materials

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Science Textbook Rating Sheet

Name of Instructional Materials STEM SCOPES Grade Level 2 Reviewer Name Puja Gaska

Key Features of Instructional Materials		Strong (3)	Adequate (2)	Weak (1)
F1. Presence of Phenomena/Problems. Identify and provide background information about the phenomena/problems in the unit and how they match the targeted learning goals.			✓	
F2. Presence of Three Dimensions. Identify and provide background information about each of the three dimensions in the unit. Also take note of any support for engineering, technology, and applications of science.	SEPs		✓	
	DCIs		✓	
	CCCs		✓	
	Engineering		✓	
F3. Presence of Environmental Principles and Concepts (EP&Cs). Identify and provide background information about California's EP&Cs in the unit and how they match the learning opportunities for students.			✓	
F4. Presence of Logical Sequence of Learning. Identify and provide background information on the sequence of learning in the unit.			✓	

Key Features of Instructional Materials		Strong (3)	Adequate (2)	Weak (1)
SW1. Phenomena/Problems. Provide support and strategies for how to help students figure out/solve authentic and relevant anchor and investigative phenomena/problems using the three-dimensions.		✓		
SW2. Three-dimensional Conceptual Framework. Provide support and strategies for how teachers	DCIs, SEPs, and CCCs		✓	
• help students develop a conceptual framework of scientifically accurate understandings and abilities related to:	NoS and Engineering		✓	
	EP&Cs		✓	
• create a learning environment that values and leverages students' ideas, motivates learning, and helps students negotiate new meaning as they interact with others' ideas, new information, and new experiences.			✓	

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SW3. Prior Knowledge. Provide support and strategies to leverage students' prior knowledge and experiences to motivate learning.		✓	
SW4. Metacognitive Abilities. Provide support and strategies for how to help students develop metacognitive abilities.			✓
SW5. Equitable Learning Opportunities. Provide support, strategies, and resources for how to ensure that ***all*** students, including those from non-dominant groups and with diverse learning needs, have access to the targeted learning goals and experiences.		✓	
Key Features of Instructional Materials	**Strong (3)**	**Adequate (2)**	**Weak (1)**
SP1. Monitoring Three-Dimensional Learning and EP&Cs Integration. Provide support with a range of sample student responses and/or rubrics for interpreting evidence of student learning across the three dimensions and EP&Cs (where applicable) specific to the element of each dimension, and related to the phenomenon/problem that provides context for the student performance.		✓	
SP2. Capturing Student Progress. The assessments within a unit include pre-, formative, summative, and self- or peer-assessment measures that assess three-dimensional learning, and these different types of measures are connected to one another to demonstrate student progress over time.		✓	
SP3. Variety of Measures. Provide guidance and scoring tools for using a variety of measures matched to the targeted learning goals to help students monitor their progress toward learning goals and reflect on what they have learned, how they learn it, and how to use metacognition productively.			✓
SP4. Equitable Access. Provide support and strategies for ensuring that assessments are accessible to students from diverse backgrounds and with diverse learning needs.			✓
SP5. Use of Assessment. Provide guidance for using formative and summative assessments to monitor student progress over time. Examples include support for: capturing student growth; interpreting results; adjusting instruction and planning for future instruction; providing feedback to students; and prompting students to consider what and how they've learned.		✓	
Key Features of Instructional Materials	**Strong (3)**	**Adequate (2)**	**Weak (1)**
TS1. Phenomena/Problems Driven Three-Dimensional Learning. Teacher materials provide background information about the phenomena included in the learning sequence, an explanation of the role of phenomena or problems in driving student learning and rationale for why the unit phenomena or problems were selected for the targeted DCIs, SEPs, CCCs, and EP&Cs (when applicable).	✓		

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TS2. Coherence. Teacher materials describe and provide a rationale for the conceptual framework and sequence of ideas, practices, and learning experiences in the learning sequences and across sequences, strategies for linking student experiences across lessons to ensure student sense-making and/or problem-solving focused on phenomena or problems is linked to learning across all three dimensions and connections to other science domains, nature of science, engineering, technology, and applications of science, math, ELA, and EP&Cs (when applicable).		✓	
TS3. Effective Teaching. Teacher materials support the use of and provide a rationale and evidence of effectiveness for strategies that support students in learning through authentic and meaningful phenomena or design problems, student learning across the three dimensions and make student thinking visible; promote reasoning, sense-making, and problem-solving; challenge student thinking; and develop metacognitive abilities.		✓	
TS4. Support for Students with Diverse Learning Needs. Teacher materials provide an array of strategies to support student access to the targeted learning goals, experiences, and performances. that help teachers differentiate instruction.			✓
TS5. Support to Monitor Student Progress. Materials provide support for teachers to monitor student learning and progress over time and make decisions about instruction and provide feedback to students.		✓	
TS6. Quality of Technological Interactivity. Rates the degree and quality of the interactivity of that component. This is not a rating for technology in general, but for technological *interactivity*. The rubric does not apply to interaction between students, but rather to how the technology responds to the individual user.		✓	
TS 7. User Friendly Format.			✓
TS 8. Appropriate for students with special needs and English learners.			✓
Total Points by Column:	6	40	6
Final Total Points:		52	

Strengths related to these instructional materials	Limitations related to these instructional materials

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Science Textbook Rating Sheet

Name of Instructional Materials STEM scopes Grade Level 2 Reviewer Name Julie Perdisatt

Key Features of Instructional Materials		Strong (3)	Adequate (2)	Weak (1)
F1. Presence of Phenomena/Problems. Identify and provide background information about the phenomena/problems in the unit and how they match the targeted learning goals.			✓	
F2. Presence of Three Dimensions. Identify and provide background information about each of the three dimensions in the unit. Also take note of any support for engineering, technology, and applications of science.	SEPs		✓	
	DCIs		✓	
	CCCs		✓	
	Engineering		✓	
F3. Presence of Environmental Principles and Concepts (EP&Cs). Identify and provide background information about California's EP&Cs in the unit and how they match the learning opportunities for students.			✓	
F4. Presence of Logical Sequence of Learning. Identify and provide background information on the sequence of learning in the unit.			✓	

Key Features of Instructional Materials		Strong (3)	Adequate (2)	Weak (1)
SW1. Phenomena/Problems. Provide support and strategies for how to help students figure out/solve authentic and relevant anchor and investigative phenomena/problems using the three-dimensions.		✓		
SW2. Three-dimensional Conceptual Framework. Provide support and strategies for how teachers	DCIs, SEPs, and CCCs		✓	
• help students develop a conceptual framework of scientifically accurate understandings and abilities related to:	NoS and Engineering		✓	
	EP&Cs		✓	
• create a learning environment that values and leverages students' ideas, motivates learning, and helps students negotiate new meaning as they interact with others' ideas, new information, and new experiences.			✓	

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SW3. Prior Knowledge. Provide support and strategies to leverage students' prior knowledge and experiences to motivate learning.		✓	
SW4. Metacognitive Abilities. Provide support and strategies for how to help students develop metacognitive abilities.			✓
SW5. Equitable Learning Opportunities. Provide support, strategies, and resources for how to ensure that ***all*** students, including those from non-dominant groups and with diverse learning needs, have access to the targeted learning goals and experiences.		✓	
Key Features of Instructional Materials	**Strong (3)**	**Adequate (2)**	**Weak (1)**
SP1. Monitoring Three-Dimensional Learning and EP&Cs Integration. Provide support with a range of sample student responses and/or rubrics for interpreting evidence of student learning across the three dimensions and EP&Cs (where applicable) specific to the element of each dimension, and related to the phenomenon/problem that provides context for the student performance.		✓	
SP2. Capturing Student Progress. The assessments within a unit include pre-, formative, summative, and self- or peer-assessment measures that assess three-dimensional learning, and these different types of measures are connected to one another to demonstrate student progress over time.		✓	
SP3. Variety of Measures. Provide guidance and scoring tools for using a variety of measures matched to the targeted learning goals to help students monitor their progress toward learning goals and reflect on what they have learned, how they learn it, and how to use metacognition productively.			✓
SP4. Equitable Access. Provide support and strategies for ensuring that assessments are accessible to students from diverse backgrounds and with diverse learning needs.			✓
SP5. Use of Assessment. Provide guidance for using formative and summative assessments to monitor student progress over time. Examples include support for: capturing student growth; interpreting results; adjusting instruction and planning for future instruction; providing feedback to students; and prompting students to consider what and how they've learned.		✓	
Key Features of Instructional Materials	**Strong (3)**	**Adequate (2)**	**Weak (1)**
TS1. Phenomena/Problems Driven Three-Dimensional Learning. Teacher materials provide background information about the phenomena included in the learning sequence, an explanation of the role of phenomena or problems in driving student learning and rationale for why the unit phenomena or problems were selected for the targeted DCIs, SEPs, CCCs, and EP&Cs (when applicable).	✓		

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TS2. Coherence. Teacher materials describe and provide a rationale for the conceptual framework and sequence of ideas, practices, and learning experiences in the learning sequences and across sequences, strategies for linking student experiences across lessons to ensure student sense-making and/or problem-solving focused on phenomena or problems is linked to learning across all three dimensions and connections to other science domains, nature of science, engineering, technology, and applications of science, math, ELA, and EP&Cs (when applicable).		✓	
TS3. Effective Teaching. Teacher materials support the use of and provide a rationale and evidence of effectiveness for strategies that support students in learning through authentic and meaningful phenomena or design problems, student learning across the three dimensions and make student thinking visible; promote reasoning, sense-making, and problem-solving; challenge student thinking; and develop metacognitive abilities.		✓	
TS4. Support for Students with Diverse Learning Needs. Teacher materials provide an array of strategies to support student access to the targeted learning goals, experiences, and performances. that help teachers differentiate instruction.			✓
TS5. Support to Monitor Student Progress. Materials provide support for teachers to monitor student learning and progress over time and make decisions about instruction and provide feedback to students.		✓	
TS6. Quality of Technological Interactivity. Rates the degree and quality of the interactivity of that component. This is not a rating for technology in general, but for technological *interactivity*. The rubric does not apply to interaction between students, but rather to how the technology responds to the individual user.		✓	
TS 7. User Friendly Format.			✓
TS 8. Appropriate for students with special needs and English learners.			✓
Total Points by Column:	6	40	6
Final Total Points:		52	

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Strengths related to these instructional materials	Limitations related to these instructional materials
Not all the materials must be here. (11)	Had to go online to see anything and then there are so many areas it takes a long time to see what it has to offer. There's too much online... you don't know where to look. Would need a training.

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Science Textbook Rating Sheet

Name of Instructional Materials Stemscopes Grade Level 3 Reviewer Name Lara Berdahl

Key Features of Instructional Materials		Strong (3)	Adequate (2)	Weak (1)
F1. Presence of Phenomena/Problems. Identify and provide background information about the phenomena/problems in the unit and how they match the targeted learning goals.			✓	
F2. Presence of Three Dimensions. Identify and provide background information about each of the three dimensions in the unit. Also take note of any support for engineering, technology, and applications of science.	SEPs		✓	
	DCIs	✓		
	CCCs	✓		
	Engineering			✓
F3. Presence of Environmental Principles and Concepts (EP&Cs). Identify and provide background information about California's EP&Cs in the unit and how they match the learning opportunities for students.		✓		
F4. Presence of Logical Sequence of Learning. Identify and provide background information on the sequence of learning in the unit.		✓		

Key Features of Instructional Materials		Strong (3)	Adequate (2)	Weak (1)
SW1. Phenomena/Problems. Provide support and strategies for how to help students figure out/solve authentic and relevant anchor and investigative phenomena/problems using the three-dimensions.				✓
SW2. Three-dimensional Conceptual Framework. Provide support and strategies for how teachers • help students develop a conceptual framework of scientifically accurate understandings and abilities related to:	DCIs, SEPs, and CCCs	✓		
	NoS and Engineering			✓
	EP&Cs	✓		
• create a learning environment that values and leverages students' ideas, motivates learning, and helps students negotiate new meaning as they interact with others' ideas, new information, and new experiences.			✓	

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SW3. Prior Knowledge. Provide support and strategies to leverage students' prior knowledge and experiences to motivate learning.	✓		
SW4. Metacognitive Abilities. Provide support and strategies for how to help students develop metacognitive abilities.		✓	
SW5. Equitable Learning Opportunities. Provide support, strategies, and resources for how to ensure that ***all*** students, including those from non-dominant groups and with diverse learning needs, have access to the targeted learning goals and experiences.	✓		
Key Features of Instructional Materials	**Strong (3)**	**Adequate (2)**	**Weak (1)**
SP1. Monitoring Three-Dimensional Learning and EP&Cs Integration. Provide support with a range of sample student responses and/or rubrics for interpreting evidence of student learning across the three dimensions and EP&Cs (where applicable) specific to the element of each dimension, and related to the phenomenon/problem that provides context for the student performance.	✓		
SP2. Capturing Student Progress. The assessments within a unit include pre-, formative, summative, and self- or peer-assessment measures that assess three-dimensional learning, and these different types of measures are connected to one another to demonstrate student progress over time.	✓		
SP3. Variety of Measures. Provide guidance and scoring tools for using a variety of measures matched to the targeted learning goals to help students monitor their progress toward learning goals and reflect on what they have learned, how they learn it, and how to use metacognition productively.	✓		
SP4. Equitable Access. Provide support and strategies for ensuring that assessments are accessible to students from diverse backgrounds and with diverse learning needs.	✓		
SP5. Use of Assessment. Provide guidance for using formative and summative assessments to monitor student progress over time. Examples include support for: capturing student growth; interpreting results; adjusting instruction and planning for future instruction; providing feedback to students; and prompting students to consider what and how they've learned.	left open		
Key Features of Instructional Materials	**Strong (3)**	**Adequate (2)**	**Weak (1)**
TS1. Phenomena/Problems Driven Three-Dimensional Learning. Teacher materials provide background information about the phenomena included in the learning sequence, an explanation of the role of phenomena or problems in driving student learning and rationale for why the unit phenomena or problems were selected for the targeted DCIs, SEPs, CCCs, and EP&Cs (when applicable).	✓ video	✓	✓ explore

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TS2. Coherence. Teacher materials describe and provide a rationale for the conceptual framework and sequence of ideas, practices, and learning experiences in the learning sequences and across sequences, strategies for linking student experiences across lessons to ensure student sense-making and/or problem-solving focused on phenomena or problems is linked to learning across all three dimensions and connections to other science domains, nature of science, engineering, technology, and applications of science, math, ELA, and EP&Cs (when applicable).	✓		
TS3. Effective Teaching. Teacher materials support the use of and provide a rationale and evidence of effectiveness for strategies that support students in learning through authentic and meaningful phenomena or design problems, student learning across the three dimensions and make student thinking visible; promote reasoning, sense-making, and problem-solving; challenge student thinking; and develop metacognitive abilities.	✓		
TS4. Support for Students with Diverse Learning Needs. Teacher materials provide an array of strategies to support student access to the targeted learning goals, experiences, and performances. that help teachers differentiate instruction.	✓		
TS5. Support to Monitor Student Progress. Materials provide support for teachers to monitor student learning and progress over time and make decisions about instruction and provide feedback to students.	✓		
TS6. Quality of Technological Interactivity. Rates the degree and quality of the interactivity of that component. This is not a rating for technology in general, but for technological *interactivity*. The rubric does not apply to interaction between students, but rather to how the technology responds to the individual user.	✓		
TS 7. User Friendly Format.	✓		
TS 8. Appropriate for students with special needs and English learners.	✓		
Total Points by Column:	57	10	3
Final Total Points:	57 + 10 + 3 = 70		

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Strengths related to these instructional materials	Limitations related to these instructional materials

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Science Textbook Rating Sheet

Name of Instructional Materials Stemscopes Grade Level 3 Reviewer Name Mickey Block

Key Features of Instructional Materials		Strong (3)	Adequate (2)	Weak (1)
F1. Presence of Phenomena/Problems. Identify and provide background information about the phenomena/problems in the unit and how they match the targeted learning goals.			✓	
F2. Presence of Three Dimensions. Identify and provide background information about each of the three dimensions in the unit. Also take note of any support for engineering, technology, and applications of science. ✓ differentiation in organizers	SEPs		✓	
	DCIs	✓		
	CCCs	✓		
	Engineering			✓
F3. Presence of Environmental Principles and Concepts (EP&Cs). Identify and provide background information about California's EP&Cs in the unit and how they match the learning opportunities for students.		✓		
F4. Presence of Logical Sequence of Learning. Identify and provide background information on the sequence of learning in the unit.		✓		

Key Features of Instructional Materials		Strong (3)	Adequate (2)	Weak (1)
SW1. Phenomena/Problems. Provide support and strategies for how to help students figure out/solve authentic and relevant anchor and investigative phenomena/problems using the three-dimensions.				✓
SW2. Three-dimensional Conceptual Framework. Provide support and strategies for how teachers	DCIs, SEPs, and CCCs	✓		
• help students develop a conceptual framework of scientifically accurate understandings and abilities related to:	NoS and Engineering			✓
	EP&Cs	✓		
• create a learning environment that values and leverages students' ideas, motivates learning, and helps students negotiate new meaning as they interact with others' ideas, new information, and new experiences.			✓	
		18	6	3

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SW3. Prior Knowledge. Provide support and strategies to leverage students' prior knowledge and experiences to motivate learning.	✓		
SW4. Metacognitive Abilities. Provide support and strategies for how to help students develop metacognitive abilities.		✓	
SW5. Equitable Learning Opportunities. Provide support, strategies, and resources for how to ensure that ***all*** students, including those from non-dominant groups and with diverse learning needs, have access to the targeted learning goals and experiences.	✓		
Key Features of Instructional Materials	**Strong (3)**	**Adequate (2)**	**Weak (1)**
SP1. Monitoring Three-Dimensional Learning and EP&Cs Integration. Provide support with a range of sample student responses and/or rubrics for interpreting evidence of student learning across the three dimensions and EP&Cs (where applicable) specific to the element of each dimension, and related to the phenomenon/problem that provides context for the student performance.	✓		
SP2. Capturing Student Progress. The assessments within a unit include pre-, formative, summative, and self- or peer-assessment measures that assess three-dimensional learning, and these different types of measures are connected to one another to demonstrate student progress over time.	✓		
SP3. Variety of Measures. Provide guidance and scoring tools for using a variety of measures matched to the targeted learning goals to help students monitor their progress toward learning goals and reflect on what they have learned, how they learn it, and how to use metacognition productively.	✓		
SP4. Equitable Access. Provide support and strategies for ensuring that assessments are accessible to students from diverse backgrounds and with diverse learning needs.	✓		
SP5. Use of Assessment. Provide guidance for using formative and summative assessments to monitor student progress over time. Examples include support for: capturing student growth; interpreting results; adjusting instruction and planning for future instruction; providing feedback to students; and prompting students to consider what and how they've learned.	✓		
Key Features of Instructional Materials	**Strong (3)**	**Adequate (2)**	**Weak (1)**
TS1. Phenomena/Problems Driven Three-Dimensional Learning. Teacher materials provide background information about the phenomena included in the learning sequence, an explanation of the role of phenomena or problems in driving student learning and rationale for why the unit phenomena or problems were selected for the targeted DCIs, SEPs, CCCs, and EP&Cs (when applicable).	✓ (video)		

Can push to Google Docs

TS2. Coherence. Teacher materials describe and provide a rationale for the conceptual framework and sequence of ideas, practices, and learning experiences in the learning sequences and across sequences, strategies for linking student experiences across lessons to ensure student sense-making and/or problem-solving focused on phenomena or problems is linked to learning across all three dimensions and connections to other science domains, nature of science, engineering, technology, and applications of science, math, ELA, and EP&Cs (when applicable).	strong videos ✓		
TS3. Effective Teaching. Teacher materials support the use of and provide a rationale and evidence of effectiveness for strategies that support students in learning through authentic and meaningful phenomena or design problems, student learning across the three dimensions and make student thinking visible; promote reasoning, sense-making, and problem-solving; challenge student thinking; and develop metacognitive abilities.	✓		
TS4. Support for Students with Diverse Learning Needs. Teacher materials provide an array of strategies to support student access to the targeted learning goals, experiences, and performances. that help teachers differentiate instruction.	✓		
TS5. Support to Monitor Student Progress. Materials provide support for teachers to monitor student learning and progress over time and make decisions about instruction and provide feedback to students. career, communicat, math connect	✓		
TS6. Quality of Technological Interactivity. Rates the degree and quality of the interactivity of that component. This is not a rating for technology in general, but for technological *interactivity*. The rubric does not apply to interaction between students, but rather to how the technology responds to the individual user.	✓		
TS 7. User Friendly Format. online only, other materials are confusing	✓		
TS 8. Appropriate for students with special needs and English learners.	✓		
Total Points by Column:	63	8	3
Final Total Points:	74		

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Strengths related to these instructional materials	Limitations related to these instructional materials

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Science Textbook Rating Sheet

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Name of Instructional Materials Stemscopes Grade Level 3 Reviewer Name Kim Slattery

Key Features of Instructional Materials		Strong (3)	Adequate (2)	Weak (1)
F1. Presence of Phenomena/Problems. Identify and provide background information about the phenomena/problems in the unit and how they match the targeted learning goals.		✓		
F2. Presence of Three Dimensions. Identify and provide background information about each of the three dimensions in the unit. Also take note of any support for engineering, technology, and applications of science.	SEPs	✓		
	DCIs	✓		
	CCCs	✓		
	Engineering	✓		
F3. Presence of Environmental Principles and Concepts (EP&Cs). Identify and provide background information about California's EP&Cs in the unit and how they match the learning opportunities for students.		✓		
F4. Presence of Logical Sequence of Learning. Identify and provide background information on the sequence of learning in the unit.		✓		
Key Features of Instructional Materials		**Strong (3)**	**Adequate (2)**	**Weak (1)**
SW1. Phenomena/Problems. Provide support and strategies for how to help students figure out/solve authentic and relevant anchor and investigative phenomena/problems using the three-dimensions.		✓		
SW2. Three-dimensional Conceptual Framework. Provide support and strategies for how teachers • help students develop a conceptual framework of scientifically accurate understandings and abilities related to:	DCIs, SEPs, and CCCs	✓		
	NoS and Engineering		✓	
	EP&Cs	✓		
• create a learning environment that values and leverages students' ideas, motivates learning, and helps students negotiate new meaning as they interact with others' ideas, new information, and new experiences.		✓		

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SW3. Prior Knowledge. Provide support and strategies to leverage students' prior knowledge and experiences to motivate learning.	✓		
SW4. Metacognitive Abilities. Provide support and strategies for how to help students develop metacognitive abilities.		✓	
SW5. Equitable Learning Opportunities. Provide support, strategies, and resources for how to ensure that ***all*** students, including those from non-dominant groups and with diverse learning needs, have access to the targeted learning goals and experiences.	✓		
Key Features of Instructional Materials	**Strong (3)**	**Adequate (2)**	**Weak (1)**
SP1. Monitoring Three-Dimensional Learning and EP&Cs Integration. Provide support with a range of sample student responses and/or rubrics for interpreting evidence of student learning across the three dimensions and EP&Cs (where applicable) specific to the element of each dimension, and related to the phenomenon/problem that provides context for the student performance.	✓		
SP2. Capturing Student Progress. The assessments within a unit include pre-, formative, summative, and self- or peer-assessment measures that assess three-dimensional learning, and these different types of measures are connected to one another to demonstrate student progress over time.	✓		
SP3. Variety of Measures. Provide guidance and scoring tools for using a variety of measures matched to the targeted learning goals to help students monitor their progress toward learning goals and reflect on what they have learned, how they learn it, and how to use metacognition productively.	✓		
SP4. Equitable Access. Provide support and strategies for ensuring that assessments are accessible to students from diverse backgrounds and with diverse learning needs.	✓		
SP5. Use of Assessment. Provide guidance for using formative and summative assessments to monitor student progress over time. Examples include support for: capturing student growth; interpreting results; adjusting instruction and planning for future instruction; providing feedback to students; and prompting students to consider what and how they've learned.	✓		
Key Features of Instructional Materials	**Strong (3)**	**Adequate (2)**	**Weak (1)**
TS1. Phenomena/Problems Driven Three-Dimensional Learning. Teacher materials provide background information about the phenomena included in the learning sequence, an explanation of the role of phenomena or problems in driving student learning and rationale for why the unit phenomena or problems were selected for the targeted DCIs, SEPs, CCCs, and EP&Cs (when applicable).	✓		

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TS2. Coherence. Teacher materials describe and provide a rationale for the conceptual framework and sequence of ideas, practices, and learning experiences in the learning sequences and across sequences, strategies for linking student experiences across lessons to ensure student sense-making and/or problem-solving focused on phenomena or problems is linked to learning across all three dimensions and connections to other science domains, nature of science, engineering, technology, and applications of science, math, ELA, and EP&Cs (when applicable).	strong videos ✓		
TS3. Effective Teaching. Teacher materials support the use of and provide a rationale and evidence of effectiveness for strategies that support students in learning through authentic and meaningful phenomena or design problems, student learning across the three dimensions and make student thinking visible; promote reasoning, sense-making, and problem-solving; challenge student thinking; and develop metacognitive abilities.	✓		
TS4. Support for Students with Diverse Learning Needs. Teacher materials provide an array of strategies to support student access to the targeted learning goals, experiences, and performances. that help teachers differentiate instruction.	✓		
TS5. Support to Monitor Student Progress. Materials provide support for teachers to monitor student learning and progress over time and make decisions about instruction and provide feedback to students.	✓		
TS6. Quality of Technological Interactivity. Rates the degree and quality of the interactivity of that component. This is not a rating for technology in general, but for technological *interactivity*. The rubric does not apply to interaction between students, but rather to how the technology responds to the individual user.	✓		
TS 7. User Friendly Format. online materials very comprehensive & easy to you.	✓		
TS 8. Appropriate for students with special needs and English learners. many options for differentiation	✓		
Total Points by Column:	26x3= 78	2x2 4	0
Final Total Points:	82		

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Strengths related to these instructional materials	Limitations related to these instructional materials
On line component & instructional videos excellent	No Teacher guide

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Science Textbook Rating Sheet

Name of Instructional Materials Stemscopes Grade Level 4 Reviewer Name Raven Flowers

Key Features of Instructional Materials		Strong (3)	Adequate (2)	Weak (1)
F1. Presence of Phenomena/Problems. Identify and provide background information about the phenomena/problems in the unit and how they match the targeted learning goals.		✓		
F2. Presence of Three Dimensions. Identify and provide background information about each of the three dimensions in the unit. Also take note of any support for engineering, technology, and applications of science.	SEPs	✓		
	DCIs	✓		
	CCCs	✓		
	Engineering	✓		
F3. Presence of Environmental Principles and Concepts (EP&Cs). Identify and provide background information about California's EP&Cs in the unit and how they match the learning opportunities for students.		✓		
F4. Presence of Logical Sequence of Learning. Identify and provide background information on the sequence of learning in the unit.		✓		
Key Features of Instructional Materials		**Strong (3)**	**Adequate (2)**	**Weak (1)**
SW1. Phenomena/Problems. Provide support and strategies for how to help students figure out/solve authentic and relevant anchor and investigative phenomena/problems using the three-dimensions.			✓	
SW2. Three-dimensional Conceptual Framework. Provide support and strategies for how teachers • help students develop a conceptual framework of scientifically accurate understandings and abilities related to:	DCIs, SEPs, and CCCs	✓		
	NoS and Engineering	✓		
	EP&Cs	✓		
• create a learning environment that values and leverages students' ideas, motivates learning, and helps students negotiate new meaning as they interact with others' ideas, new information, and new experiences.		✓		

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SW3. Prior Knowledge. Provide support and strategies to leverage students' prior knowledge and experiences to motivate learning.		✓	
SW4. Metacognitive Abilities. Provide support and strategies for how to help students develop metacognitive abilities.		✓	
SW5. Equitable Learning Opportunities. Provide support, strategies, and resources for how to ensure that ***all*** students, including those from non-dominant groups and with diverse learning needs, have access to the targeted learning goals and experiences.		✓	
Key Features of Instructional Materials	**Strong (3)**	**Adequate (2)**	**Weak (1)**
SP1. Monitoring Three-Dimensional Learning and EP&Cs Integration. Provide support with a range of sample student responses and/or rubrics for interpreting evidence of student learning across the three dimensions and EP&Cs (where applicable) specific to the element of each dimension, and related to the phenomenon/problem that provides context for the student performance.	✓		
SP2. Capturing Student Progress. The assessments within a unit include pre-, formative, summative, and self- or peer-assessment measures that assess three-dimensional learning, and these different types of measures are connected to one another to demonstrate student progress over time.		✓	
SP3. Variety of Measures. Provide guidance and scoring tools for using a variety of measures matched to the targeted learning goals to help students monitor their progress toward learning goals and reflect on what they have learned, how they learn it, and how to use metacognition productively.		✓	
SP4. Equitable Access. Provide support and strategies for ensuring that assessments are accessible to students from diverse backgrounds and with diverse learning needs.		✓	
SP5. Use of Assessment. Provide guidance for using formative and summative assessments to monitor student progress over time. Examples include support for: capturing student growth; interpreting results; adjusting instruction and planning for future instruction; providing feedback to students; and prompting students to consider what and how they've learned.		✓	
Key Features of Instructional Materials	**Strong (3)**	**Adequate (2)**	**Weak (1)**
TS1. Phenomena/Problems Driven Three-Dimensional Learning. Teacher materials provide background information about the phenomena included in the learning sequence, an explanation of the role of phenomena or problems in driving student learning and rationale for why the unit phenomena or problems were selected for the targeted DCIs, SEPs, CCCs, and EP&Cs (when applicable).	✓		

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TS2. Coherence. Teacher materials describe and provide a rationale for the conceptual framework and sequence of ideas, practices, and learning experiences in the learning sequences and across sequences, strategies for linking student experiences across lessons to ensure student sense-making and/or problem-solving focused on phenomena or problems is linked to learning across all three dimensions and connections to other science domains, nature of science, engineering, technology, and applications of science, math, ELA, and EP&Cs (when applicable).		✓	
TS3. Effective Teaching. Teacher materials support the use of and provide a rationale and evidence of effectiveness for strategies that support students in learning through authentic and meaningful phenomena or design problems, student learning across the three dimensions and make student thinking visible; promote reasoning, sense-making, and problem-solving; challenge student thinking; and develop metacognitive abilities.	✓		
TS4. Support for Students with Diverse Learning Needs. Teacher materials provide an array of strategies to support student access to the targeted learning goals, experiences, and performances. that help teachers differentiate instruction.		✓	
TS5. Support to Monitor Student Progress. Materials provide support for teachers to monitor student learning and progress over time and make decisions about instruction and provide feedback to students.		✓	
TS6. Quality of Technological Interactivity. Rates the degree and quality of the interactivity of that component. This is not a rating for technology in general, but for technological *interactivity*. The rubric does not apply to interaction between students, but rather to how the technology responds to the individual user.	✓		
TS 7. User Friendly Format.	✓		
TS 8. Appropriate for students with special needs and English learners.		✓	
Total Points by Column:	48	24	~~0~~
Final Total Points:	72		

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Strengths related to these instructional materials	Limitations related to these instructional materials
Really like the workbook/ notebook for students – liked that the reading in science notebook has engaging/ relatable stories. Online interface very easy to navigate Like the math connection Like the way the 3 dimensions are the focus at the start of every lesson	Interface of textbook for students = not as friendly.

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Science Textbook Rating Sheet

Name of Instructional Materials STEM Scopes Grade Level 4 Reviewer Name Lori Arbucci

Key Features of Instructional Materials		Strong (3)	Adequate (2)	Weak (1)
F1. Presence of Phenomena/Problems. Identify and provide background information about the phenomena/problems in the unit and how they match the targeted learning goals.			✓	
F2. Presence of Three Dimensions. Identify and provide background information about each of the three dimensions in the unit. Also take note of any support for engineering, technology, and applications of science.	SEPs	✓		
	DCIs	✓		
	CCCs	✓		
	Engineering	✓		
F3. Presence of Environmental Principles and Concepts (EP&Cs). Identify and provide background information about California's EP&Cs in the unit and how they match the learning opportunities for students.				
F4. Presence of Logical Sequence of Learning. Identify and provide background information on the sequence of learning in the unit.			✓	

Key Features of Instructional Materials		Strong (3)	Adequate (2)	Weak (1)
SW1. Phenomena/Problems. Provide support and strategies for how to help students figure out/solve authentic and relevant anchor and investigative phenomena/problems using the three-dimensions.		✓		
SW2. Three-dimensional Conceptual Framework. Provide support and strategies for how teachers	DCIs, SEPs, and CCCs	✓		
• help students develop a conceptual framework of scientifically accurate understandings and abilities related to:	NoS and Engineering	✓		
	EP&Cs	✓		
• create a learning environment that values and leverages students' ideas, motivates learning, and helps students negotiate new meaning as they interact with others' ideas, new information, and new experiences.			✓	

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SW3. Prior Knowledge. Provide support and strategies to leverage students' prior knowledge and experiences to motivate learning.		✓	
SW4. Metacognitive Abilities. Provide support and strategies for how to help students develop metacognitive abilities.		✓	
SW5. Equitable Learning Opportunities. Provide support, strategies, and resources for how to ensure that ***all*** students, including those from non-dominant groups and with diverse learning needs, have access to the targeted learning goals and experiences.		✓	
Key Features of Instructional Materials	**Strong (3)**	**Adequate (2)**	**Weak (1)**
SP1. Monitoring Three-Dimensional Learning and EP&Cs Integration. Provide support with a range of sample student responses and/or rubrics for interpreting evidence of student learning across the three dimensions and EP&Cs (where applicable) specific to the element of each dimension, and related to the phenomenon/problem that provides context for the student performance.		✓	
SP2. Capturing Student Progress. The assessments within a unit include pre-, formative, summative, and self- or peer-assessment measures that assess three-dimensional learning, and these different types of measures are connected to one another to demonstrate student progress over time.		✓	
SP3. Variety of Measures. Provide guidance and scoring tools for using a variety of measures matched to the targeted learning goals to help students monitor their progress toward learning goals and reflect on what they have learned, how they learn it, and how to use metacognition productively.	✓		
SP4. Equitable Access. Provide support and strategies for ensuring that assessments are accessible to students from diverse backgrounds and with diverse learning needs.			✓
SP5. Use of Assessment. Provide guidance for using formative and summative assessments to monitor student progress over time. Examples include support for: capturing student growth; interpreting results; adjusting instruction and planning for future instruction; providing feedback to students; and prompting students to consider what and how they've learned.		✓	
Key Features of Instructional Materials	**Strong (3)**	**Adequate (2)**	**Weak (1)**
TS1. Phenomena/Problems Driven Three-Dimensional Learning. Teacher materials provide background information about the phenomena included in the learning sequence, an explanation of the role of phenomena or problems in driving student learning and rationale for why the unit phenomena or problems were selected for the targeted DCIs, SEPs, CCCs, and EP&Cs (when applicable).		✓	

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TS2. Coherence. Teacher materials describe and provide a rationale for the conceptual framework and sequence of ideas, practices, and learning experiences in the learning sequences and across sequences, strategies for linking student experiences across lessons to ensure student sense-making and/or problem-solving focused on phenomena or problems is linked to learning across all three dimensions and connections to other science domains, nature of science, engineering, technology, and applications of science, math, ELA, and EP&Cs (when applicable).		✓	
TS3. Effective Teaching. Teacher materials support the use of and provide a rationale and evidence of effectiveness for strategies that support students in learning through authentic and meaningful phenomena or design problems, student learning across the three dimensions and make student thinking visible; promote reasoning, sense-making, and problem-solving; challenge student thinking; and develop metacognitive abilities.	✓		
TS4. Support for Students with Diverse Learning Needs. Teacher materials provide an array of strategies to support student access to the targeted learning goals, experiences, and performances. that help teachers differentiate instruction.		✓	
TS5. Support to Monitor Student Progress. Materials provide support for teachers to monitor student learning and progress over time and make decisions about instruction and provide feedback to students.			✓
TS6. Quality of Technological Interactivity. Rates the degree and quality of the interactivity of that component. This is not a rating for technology in general, but for technological *interactivity*. The rubric does not apply to interaction between students, but rather to how the technology responds to the individual user.		✓	
TS 7. User Friendly Format.		✓	
TS 8. Appropriate for students with special needs and English learners.		✓	
Total Points by Column:	30	30	2
Final Total Points:		62	

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Strengths related to these instructional materials	Limitations related to these instructional materials
Student STEMscopedia Student notebook) Hands-on materials kit	differentiation is achieved during discussions + hands-on activities, not in/with STEMscopedia and/or student notebook

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Science Textbook Rating Sheet

Name of Instructional Materials Accelerate Learning Stemscopes Grade Level 4 Reviewer Name Kerri Walsh

Key Features of Instructional Materials		Strong (3)	Adequate (2)	Weak (1)
F1. Presence of Phenomena/Problems. Identify and provide background information about the phenomena/problems in the unit and how they match the targeted learning goals.		✓		
F2. Presence of Three Dimensions. Identify and provide background information about each of the three dimensions in the unit. Also take note of any support for engineering, technology, and applications of science.	SEPs	✓		
	DCIs	✓		
	CCCs	✓		
	Engineering	✓		
F3. Presence of Environmental Principles and Concepts (EP&Cs). Identify and provide background information about California's EP&Cs in the unit and how they match the learning opportunities for students.		✓		
F4. Presence of Logical Sequence of Learning. Identify and provide background information on the sequence of learning in the unit.		✓		

Key Features of Instructional Materials		Strong (3)	Adequate (2)	Weak (1)
SW1. Phenomena/Problems. Provide support and strategies for how to help students figure out/solve authentic and relevant anchor and investigative phenomena/problems using the three-dimensions.		✓		
SW2. Three-dimensional Conceptual Framework. Provide support and strategies for how teachers	DCIs, SEPs, and CCCs	✓		
• help students develop a conceptual framework of scientifically accurate understandings and abilities related to:	NoS and Engineering	✓		
	EP&Cs	✓		
• create a learning environment that values and leverages students' ideas, motivates learning, and helps students negotiate new meaning as they interact with others' ideas, new information, and new experiences.		✓		

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SW3. Prior Knowledge. Provide support and strategies to leverage students' prior knowledge and experiences to motivate learning.	✓		
SW4. Metacognitive Abilities. Provide support and strategies for how to help students develop metacognitive abilities.		✓	
SW5. Equitable Learning Opportunities. Provide support, strategies, and resources for how to ensure that ***all*** students, including those from non-dominant groups and with diverse learning needs, have access to the targeted learning goals and experiences.	✓		
Key Features of Instructional Materials	**Strong (3)**	**Adequate (2)**	**Weak (1)**
SP1. Monitoring Three-Dimensional Learning and EP&Cs Integration. Provide support with a range of sample student responses and/or rubrics for interpreting evidence of student learning across the three dimensions and EP&Cs (where applicable) specific to the element of each dimension, and related to the phenomenon/problem that provides context for the student performance.	✓		
SP2. Capturing Student Progress. The assessments within a unit include pre-, formative, summative, and self- or peer-assessment measures that assess three-dimensional learning, and these different types of measures are connected to one another to demonstrate student progress over time.		✓	
SP3. Variety of Measures. Provide guidance and scoring tools for using a variety of measures matched to the targeted learning goals to help students monitor their progress toward learning goals and reflect on what they have learned, how they learn it, and how to use metacognition productively.	✓		
SP4. Equitable Access. Provide support and strategies for ensuring that assessments are accessible to students from diverse backgrounds and with diverse learning needs.	✓		
SP5. Use of Assessment. Provide guidance for using formative and summative assessments to monitor student progress over time. Examples include support for: capturing student growth; interpreting results; adjusting instruction and planning for future instruction; providing feedback to students; and prompting students to consider what and how they've learned.		✓	
Key Features of Instructional Materials	**Strong (3)**	**Adequate (2)**	**Weak (1)**
TS1. Phenomena/Problems Driven Three-Dimensional Learning. Teacher materials provide background information about the phenomena included in the learning sequence, an explanation of the role of phenomena or problems in driving student learning and rationale for why the unit phenomena or problems were selected for the targeted DCIs, SEPs, CCCs, and EP&Cs (when applicable).	✓		

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TS2. Coherence. Teacher materials describe and provide a rationale for the conceptual framework and sequence of ideas, practices, and learning experiences in the learning sequences and across sequences, strategies for linking student experiences across lessons to ensure student sense-making and/or problem-solving focused on phenomena or problems is linked to learning across all three dimensions and connections to other science domains, nature of science, engineering, technology, and applications of science, math, ELA, and EP&Cs (when applicable).	✓		
TS3. Effective Teaching. Teacher materials support the use of and provide a rationale and evidence of effectiveness for strategies that support students in learning through authentic and meaningful phenomena or design problems, student learning across the three dimensions and make student thinking visible; promote reasoning, sense-making, and problem-solving; challenge student thinking; and develop metacognitive abilities.	✓		
TS4. Support for Students with Diverse Learning Needs. Teacher materials provide an array of strategies to support student access to the targeted learning goals, experiences, and performances. that help teachers differentiate instruction.	✓		
TS5. Support to Monitor Student Progress. Materials provide support for teachers to monitor student learning and progress over time and make decisions about instruction and provide feedback to students.	✓		
TS6. Quality of Technological Interactivity. Rates the degree and quality of the interactivity of that component. This is not a rating for technology in general, but for technological *interactivity*. The rubric does not apply to interaction between students, but rather to how the technology responds to the individual user.	✓		
TS 7. User Friendly Format.	✓		
TS 8. Appropriate for students with special needs and English learners.	✓		
Total Points by Column:	75	6	0
Final Total Points:	81		

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Strengths related to these instructional materials	Limitations related to these instructional materials
Online components are well organized and address the phenomena.	It appears that it is predominately an online program.

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Science Textbook Rating Sheet

Name of Instructional Materials STEM SCOPES Grade Level 5 Reviewer Name SUSIE SANDOVAL

Key Features of Instructional Materials		Strong (3)	Adequate (2)	Weak (1)
F1. Presence of Phenomena/Problems. Identify and provide background information about the phenomena/problems in the unit and how they match the targeted learning goals.		3 video		
F2. Presence of Three Dimensions. Identify and provide background information about each of the three dimensions in the unit. Also take note of any support for engineering, technology, and applications of science.	SEPs	3		
	DCIs	3		
	CCCs	3		
	Engineering	3		
F3. Presence of Environmental Principles and Concepts (EP&Cs). Identify and provide background information about California's EP&Cs in the unit and how they match the learning opportunities for students.			2	
F4. Presence of Logical Sequence of Learning. Identify and provide background information on the sequence of learning in the unit.		3		

Key Features of Instructional Materials		Strong (3)	Adequate (2)	Weak (1)
SW1. Phenomena/Problems. Provide support and strategies for how to help students figure out/solve authentic and relevant anchor and investigative phenomena/problems using the three-dimensions.		3		
SW2. Three-dimensional Conceptual Framework. Provide support and strategies for how teachers • help students develop a conceptual framework of scientifically accurate understandings and abilities related to:	DCIs, SEPs, and CCCs	3		
	NoS and Engineering		2	
	EP&Cs		2	
• create a learning environment that values and leverages students' ideas, motivates learning, and helps students negotiate new meaning as they interact with others' ideas, new information, and new experiences.			2	

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SW3. Prior Knowledge. Provide support and strategies to leverage students' prior knowledge and experiences to motivate learning.	3		
SW4. Metacognitive Abilities. Provide support and strategies for how to help students develop metacognitive abilities.	3		
SW5. Equitable Learning Opportunities. Provide support, strategies, and resources for how to ensure that ***all*** students, including those from non-dominant groups and with diverse learning needs, have access to the targeted learning goals and experiences.		2	
Key Features of Instructional Materials	**Strong (3)**	**Adequate (2)**	**Weak (1)**
SP1. Monitoring Three-Dimensional Learning and EP&Cs Integration. Provide support with a range of sample student responses and/or rubrics for interpreting evidence of student learning across the three dimensions and EP&Cs (where applicable) specific to the element of each dimension, and related to the phenomenon/problem that provides context for the student performance.	3		
SP2. Capturing Student Progress. The assessments within a unit include pre-, formative, summative, and self- or peer-assessment measures that assess three-dimensional learning, and these different types of measures are connected to one another to demonstrate student progress over time.	3		
SP3. Variety of Measures. Provide guidance and scoring tools for using a variety of measures matched to the targeted learning goals to help students monitor their progress toward learning goals and reflect on what they have learned, how they learn it, and how to use metacognition productively.	3		
SP4. Equitable Access. Provide support and strategies for ensuring that assessments are accessible to students from diverse backgrounds and with diverse learning needs.		2	
SP5. Use of Assessment. Provide guidance for using formative and summative assessments to monitor student progress over time. Examples include support for: capturing student growth; interpreting results; adjusting instruction and planning for future instruction; providing feedback to students; and prompting students to consider what and how they've learned.			
Key Features of Instructional Materials	**Strong (3)**	**Adequate (2)**	**Weak (1)**
TS1. Phenomena/Problems Driven Three-Dimensional Learning. Teacher materials provide background information about the phenomena included in the learning sequence, an explanation of the role of phenomena or problems in driving student learning and rationale for why the unit phenomena or problems were selected for the targeted DCIs, SEPs, CCCs, and EP&Cs (when applicable).	3		

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TS2. Coherence. Teacher materials describe and provide a rationale for the conceptual framework and sequence of ideas, practices, and learning experiences in the learning sequences and across sequences, strategies for linking student experiences across lessons to ensure student sense-making and/or problem-solving focused on phenomena or problems is linked to learning across all three dimensions and connections to other science domains, nature of science, engineering, technology, and applications of science, math, ELA, and EP&Cs (when applicable).		2	
TS3. Effective Teaching. Teacher materials support the use of and provide a rationale and evidence of effectiveness for strategies that support students in learning through authentic and meaningful phenomena or design problems, student learning across the three dimensions and make student thinking visible; promote reasoning, sense-making, and problem-solving; challenge student thinking; and develop metacognitive abilities.	3		
TS4. Support for Students with Diverse Learning Needs. Teacher materials provide an array of strategies to support student access to the targeted learning goals, experiences, and performances. that help teachers differentiate instruction.	3		
TS5. Support to Monitor Student Progress. Materials provide support for teachers to monitor student learning and progress over time and make decisions about instruction and provide feedback to students.			
TS6. Quality of Technological Interactivity. Rates the degree and quality of the interactivity of that component. This is not a rating for technology in general, but for technological *interactivity*. The rubric does not apply to interaction between students, but rather to how the technology responds to the individual user.			
TS 7. User Friendly Format.		2	
TS 8. Appropriate for students with special needs and English learners.	3		
Total Points by Column:	60	16	~~0~~
Final Total Points:	76		

Strengths related to these instructional materials	Limitations related to these instructional materials
Assessment pieces are clear. Tie directly to text / investigation! Online component is GREAT! variety and depth in reading passages access to PDF online → Work Book/Notebook more clear. Can use to for assessment. Repetative strategies for student thinking	Teachers manual does not seem to PDF Printing Textbook feels consumable but is not so you Print ← No student generated Notebook

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Science Textbook Rating Sheet

Name of Instructional Materials STEM scopes Grade Level 5 Reviewer Name Lauren Schour

Key Features of Instructional Materials		Strong (3)	Adequate (2)	Weak (1)
F1. Presence of Phenomena/Problems. Identify and provide background information about the phenomena/problems in the unit and how they match the targeted learning goals.		✓		
F2. Presence of Three Dimensions. Identify and provide background information about each of the three dimensions in the unit. Also take note of any support for engineering, technology, and applications of science.	SEPs	✓		
	DCIs	✓		
	CCCs	✓		
	Engineering	✓		
F3. Presence of Environmental Principles and Concepts (EP&Cs). Identify and provide background information about California's EP&Cs in the unit and how they match the learning opportunities for students.			✓	
F4. Presence of Logical Sequence of Learning. Identify and provide background information on the sequence of learning in the unit.		✓		

Key Features of Instructional Materials		Strong (3)	Adequate (2)	Weak (1)
SW1. Phenomena/Problems. Provide support and strategies for how to help students figure out/solve authentic and relevant anchor and investigative phenomena/problems using the three-dimensions.		✓		
SW2. Three-dimensional Conceptual Framework. Provide support and strategies for how teachers	DCIs, SEPs, and CCCs	✓		
• help students develop a conceptual framework of scientifically accurate understandings and abilities related to:	NoS and Engineering	✓		
	EP&Cs	✓		
• create a learning environment that values and leverages students' ideas, motivates learning, and helps students negotiate new meaning as they interact with others' ideas, new information, and new experiences.		✓		

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SW3. Prior Knowledge. Provide support and strategies to leverage students' prior knowledge and experiences to motivate learning.	✓		
SW4. Metacognitive Abilities. Provide support and strategies for how to help students develop metacognitive abilities.		✓	
SW5. Equitable Learning Opportunities. Provide support, strategies, and resources for how to ensure that ***all*** students, including those from non-dominant groups and with diverse learning needs, have access to the targeted learning goals and experiences.	✓		
Key Features of Instructional Materials	**Strong (3)**	**Adequate (2)**	**Weak (1)**
SP1. Monitoring Three-Dimensional Learning and EP&Cs Integration. Provide support with a range of sample student responses and/or rubrics for interpreting evidence of student learning across the three dimensions and EP&Cs (where applicable) specific to the element of each dimension, and related to the phenomenon/problem that provides context for the student performance.	✓		
SP2. Capturing Student Progress. The assessments within a unit include pre-, formative, summative, and self- or peer-assessment measures that assess three-dimensional learning, and these different types of measures are connected to one another to demonstrate student progress over time.	✓		
SP3. Variety of Measures. Provide guidance and scoring tools for using a variety of measures matched to the targeted learning goals to help students monitor their progress toward learning goals and reflect on what they have learned, how they learn it, and how to use metacognition productively.	✓		
SP4. Equitable Access. Provide support and strategies for ensuring that assessments are accessible to students from diverse backgrounds and with diverse learning needs.	✓		
SP5. Use of Assessment. Provide guidance for using formative and summative assessments to monitor student progress over time. Examples include support for: capturing student growth; interpreting results; adjusting instruction and planning for future instruction; providing feedback to students; and prompting students to consider what and how they've learned.	✓		
Key Features of Instructional Materials	**Strong (3)**	**Adequate (2)**	**Weak (1)**
TS1. Phenomena/Problems Driven Three-Dimensional Learning. Teacher materials provide background information about the phenomena included in the learning sequence, an explanation of the role of phenomena or problems in driving student learning and rationale for why the unit phenomena or problems were selected for the targeted DCIs, SEPs, CCCs, and EP&Cs (when applicable).	✓		

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TS2. Coherence. Teacher materials describe and provide a rationale for the conceptual framework and sequence of ideas, practices, and learning experiences in the learning sequences and across sequences, strategies for linking student experiences across lessons to ensure student sense-making and/or problem-solving focused on phenomena or problems is linked to learning across all three dimensions and connections to other science domains, nature of science, engineering, technology, and applications of science, math, ELA, and EP&Cs (when applicable).		✓	
TS3. Effective Teaching. Teacher materials support the use of and provide a rationale and evidence of effectiveness for strategies that support students in learning through authentic and meaningful phenomena or design problems, student learning across the three dimensions and make student thinking visible; promote reasoning, sense-making, and problem-solving; challenge student thinking; and develop metacognitive abilities.	✓		
TS4. Support for Students with Diverse Learning Needs. Teacher materials provide an array of strategies to support student access to the targeted learning goals, experiences, and performances. that help teachers differentiate instruction.	✓		
TS5. Support to Monitor Student Progress. Materials provide support for teachers to monitor student learning and progress over time and make decisions about instruction and provide feedback to students.	✓		
TS6. Quality of Technological Interactivity. Rates the degree and quality of the interactivity of that component. This is not a rating for technology in general, but for technological *interactivity*. The rubric does not apply to interaction between students, but rather to how the technology responds to the individual user.	✓		
TS 7. User Friendly Format.	✓		
TS 8. Appropriate for students with special needs and English learners.	✓		
Total Points by Column:	75	6	0
Final Total Points:	81		

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Strengths related to these instructional materials	Limitations related to these instructional materials
- Phenomena | 5Es | reading | C.E.R. | multiple choice | written response | videos | student online + workbook | extra materials | Easy to follow online | ART & math connections | - parent friendly	- teacher guide not all in book - seems to limit use of science journal with use of science notebook (consumable)

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Science Textbook Rating Sheet

Name of Instructional Materials Stemscopes Grade Level 5 Reviewer Name Jenny Kazak

Key Features of Instructional Materials		Strong (3)	Adequate (2)	Weak (1)
F1. Presence of Phenomena/Problems. Identify and provide background information about the phenomena/problems in the unit and how they match the targeted learning goals.		✓		
F2. Presence of Three Dimensions. Identify and provide background information about each of the three dimensions in the unit. Also take note of any support for engineering, technology, and applications of science.	SEPs	✓		
	DCIs	✓		
	CCCs	✓		
	Engineering	✓		
F3. Presence of Environmental Principles and Concepts (EP&Cs). Identify and provide background information about California's EP&Cs in the unit and how they match the learning opportunities for students.			✓	
F4. Presence of Logical Sequence of Learning. Identify and provide background information on the sequence of learning in the unit.		✓		

Key Features of Instructional Materials		Strong (3)	Adequate (2)	Weak (1)
SW1. Phenomena/Problems. Provide support and strategies for how to help students figure out/solve authentic and relevant anchor and investigative phenomena/problems using the three-dimensions.		✓		
SW2. Three-dimensional Conceptual Framework. Provide support and strategies for how teachers	DCIs, SEPs, and CCCs	✓		
• help students develop a conceptual framework of scientifically accurate understandings and abilities related to:	NoS and Engineering	✓		
	EP&Cs		✓	
• create a learning environment that values and leverages students' ideas, motivates learning, and helps students negotiate new meaning as they interact with others' ideas, new information, and new experiences.		✓		

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SW3. Prior Knowledge. Provide support and strategies to leverage students' prior knowledge and experiences to motivate learning.	✓		
SW4. Metacognitive Abilities. Provide support and strategies for how to help students develop metacognitive abilities.	✓		
SW5. Equitable Learning Opportunities. Provide support, strategies, and resources for how to ensure that ***all*** students, including those from non-dominant groups and with diverse learning needs, have access to the targeted learning goals and experiences. * art, math, acc. reading	✓		
Key Features of Instructional Materials	**Strong (3)**	**Adequate (2)**	**Weak (1)**
SP1. Monitoring Three-Dimensional Learning and EP&Cs Integration. Provide support with a range of sample student responses and/or rubrics for interpreting evidence of student learning across the three dimensions and EP&Cs (where applicable) specific to the element of each dimension, and related to the phenomenon/problem that provides context for the student performance.	✓		
SP2. Capturing Student Progress. The assessments within a unit include pre-, formative, summative, and self- or peer-assessment measures that assess three-dimensional learning, and these different types of measures are connected to one another to demonstrate student progress over time. prior knowledge ✓ rubrics			
SP3. Variety of Measures. Provide guidance and scoring tools for using a variety of measures matched to the targeted learning goals to help students monitor their progress toward learning goals and reflect on what they have learned, how they learn it, and how to use metacognition productively.	✓		
SP4. Equitable Access. Provide support and strategies for ensuring that assessments are accessible to students from diverse backgrounds and with diverse learning needs. online, workbook, text	✓		
SP5. Use of Assessment. Provide guidance for using formative and summative assessments to monitor student progress over time. Examples include support for: capturing student growth; interpreting results; adjusting instruction and planning for future instruction; providing feedback to students; and prompting students to consider what and how they've learned.	✓		
Key Features of Instructional Materials	**Strong (3)**	**Adequate (2)**	**Weak (1)**
TS1. Phenomena/Problems Driven Three-Dimensional Learning. Teacher materials provide background information about the phenomena included in the learning sequence, an explanation of the role of phenomena or problems in driving student learning and rationale for why the unit phenomena or problems were selected for the targeted DCIs, SEPs, CCCs, and EP&Cs (when applicable).	✓		

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* strong phenomena

TS2. Coherence. Teacher materials describe and provide a rationale for the conceptual framework and sequence of ideas, practices, and learning experiences in the learning sequences and across sequences, strategies for linking student experiences across lessons to ensure student sense-making and/or problem-solving focused on phenomena or problems is linked to learning across all three dimensions and connections to other science domains, nature of science, engineering, technology, and applications of science, math, ELA, and EP&Cs (when applicable).		✓	
TS3. Effective Teaching. Teacher materials support the use of and provide a rationale and evidence of effectiveness for strategies that support students in learning through authentic and meaningful phenomena or design problems, student learning across the three dimensions and make student thinking visible; promote reasoning, sense-making, and problem-solving; challenge student thinking; and develop metacognitive abilities.	✓		
TS4. Support for Students with Diverse Learning Needs. Teacher materials provide an array of strategies to support student access to the targeted learning goals, experiences, and performances. that help teachers differentiate instruction.	✓		
TS5. Support to Monitor Student Progress. Materials provide support for teachers to monitor student learning and progress over time and make decisions about instruction and provide feedback to students.	✓		
TS6. Quality of Technological Interactivity. Rates the degree and quality of the interactivity of that component. This is not a rating for technology in general, but for technological *interactivity*. The rubric does not apply to interaction between students, but rather to how the technology responds to the individual user.	✓		
TS 7. User Friendly Format. yes. Website user friendly for me	✓		
TS 8. Appropriate for students with special needs and English learners.	✓		
Total Points by Column:	75	6	0
Final Total Points:	81		

Strengths related to these instructional materials	Limitations related to these instructional materials
Assessments - C-E-R (rigor) - open-ended response - Mult. choice Phenomena → very well presented Notebook provided for students Differentiation (Intervention Acceleration) Tech. Component - I LOVE!	Pacing guidance for teachers (daily pacing) but... no student generated notebook

can create own

labs look engaging

sketch models

Printed Teacher Guide

can assign things to students

(5 Es)

videos embedded - tech

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Science Textbook Rating Sheet

Name of Instructional Materials Stemscopes Grade Level 6 Reviewer Name Christine Matthews

Key Features of Instructional Materials		Strong (3)	Adequate (2)	Weak (1)
F1. Presence of Phenomena/Problems. Identify and provide background information about the phenomena/problems in the unit and how they match the targeted learning goals.			2	
F2. Presence of Three Dimensions. Identify and provide background information about each of the three dimensions in the unit. Also take note of any support for engineering, technology, and applications of science.	SEPs		2	
	DCIs		2	
	CCCs		2	
	Engineering			1
F3. Presence of Environmental Principles and Concepts (EP&Cs). Identify and provide background information about California's EP&Cs in the unit and how they match the learning opportunities for students.				1
F4. Presence of Logical Sequence of Learning. Identify and provide background information on the sequence of learning in the unit.				1

Key Features of Instructional Materials		Strong (3)	Adequate (2)	Weak (1)
SW1. Phenomena/Problems. Provide support and strategies for how to help students figure out/solve authentic and relevant anchor and investigative phenomena/problems using the three-dimensions.				1
SW2. Three-dimensional Conceptual Framework. Provide support and strategies for how teachers	DCIs, SEPs, and CCCs		2	
• help students develop a conceptual framework of scientifically accurate understandings and abilities related to:	NoS and Engineering			1
	EP&Cs		2	
• create a learning environment that values and leverages students' ideas, motivates learning, and helps students negotiate new meaning as they interact with others' ideas, new information, and new experiences.			2	

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SW3. Prior Knowledge. Provide support and strategies to leverage students' prior knowledge and experiences to motivate learning.		2	
SW4. Metacognitive Abilities. Provide support and strategies for how to help students develop metacognitive abilities.			1
SW5. Equitable Learning Opportunities. Provide support, strategies, and resources for how to ensure that ***all*** students, including those from non-dominant groups and with diverse learning needs, have access to the targeted learning goals and experiences.		2	
Key Features of Instructional Materials	**Strong (3)**	**Adequate (2)**	**Weak (1)**
SP1. Monitoring Three-Dimensional Learning and EP&Cs Integration. Provide support with a range of sample student responses and/or rubrics for interpreting evidence of student learning across the three dimensions and EP&Cs (where applicable) specific to the element of each dimension, and related to the phenomenon/problem that provides context for the student performance.		2	
SP2. Capturing Student Progress. The assessments within a unit include pre-, formative, summative, and self- or peer-assessment measures that assess three-dimensional learning, and these different types of measures are connected to one another to demonstrate student progress over time.		2	
SP3. Variety of Measures. Provide guidance and scoring tools for using a variety of measures matched to the targeted learning goals to help students monitor their progress toward learning goals and reflect on what they have learned, how they learn it, and how to use metacognition productively.		2	
SP4. Equitable Access. Provide support and strategies for ensuring that assessments are accessible to students from diverse backgrounds and with diverse learning needs.		2	
SP5. Use of Assessment. Provide guidance for using formative and summative assessments to monitor student progress over time. Examples include support for: capturing student growth; interpreting results; adjusting instruction and planning for future instruction; providing feedback to students; and prompting students to consider what and how they've learned.		2	
Key Features of Instructional Materials	**Strong (3)**	**Adequate (2)**	**Weak (1)**
TS1. Phenomena/Problems Driven Three-Dimensional Learning. Teacher materials provide background information about the phenomena included in the learning sequence, an explanation of the role of phenomena or problems in driving student learning and rationale for why the unit phenomena or problems were selected for the targeted DCIs, SEPs, CCCs, and EP&Cs (when applicable).			1

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TS2. Coherence. Teacher materials describe and provide a rationale for the conceptual framework and sequence of ideas, practices, and learning experiences in the learning sequences and across sequences, strategies for linking student experiences across lessons to ensure student sense-making and/or problem-solving focused on phenomena or problems is linked to learning across all three dimensions and connections to other science domains, nature of science, engineering, technology, and applications of science, math, ELA, and EP&Cs (when applicable).			1
TS3. Effective Teaching. Teacher materials support the use of and provide a rationale and evidence of effectiveness for strategies that support students in learning through authentic and meaningful phenomena or design problems, student learning across the three dimensions and make student thinking visible; promote reasoning, sense-making, and problem-solving; challenge student thinking; and develop metacognitive abilities.		2	
TS4. Support for Students with Diverse Learning Needs. Teacher materials provide an array of strategies to support student access to the targeted learning goals, experiences, and performances. that help teachers differentiate instruction.		2	
TS5. Support to Monitor Student Progress. Materials provide support for teachers to monitor student learning and progress over time and make decisions about instruction and provide feedback to students.		2	
TS6. Quality of Technological Interactivity. Rates the degree and quality of the interactivity of that component. This is not a rating for technology in general, but for technological *interactivity*. The rubric does not apply to interaction between students, but rather to how the technology responds to the individual user.		2	
TS 7. User Friendly Format.			1
TS 8. Appropriate for students with special needs and English learners.		2	
Total Points by Column:	0	38	9
Final Total Points:		47	

Strengths related to these instructional materials	Limitations related to these instructional materials
Not as teacher friendly	. difficult to navigate . missing engineering . missing real world connections

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Science Textbook Rating Sheet

Name of Instructional Materials StemScopes Grade Level 6 Reviewer Name Andrea Radsaker

Key Features of Instructional Materials		Strong (3)	Adequate (2)	Weak (1)
F1. Presence of Phenomena/Problems. Identify and provide background information about the phenomena/problems in the unit and how they match the targeted learning goals.		3		
F2. Presence of Three Dimensions. Identify and provide background information about each of the three dimensions in the unit. Also take note of any support for engineering, technology, and applications of science.	SEPs		2	
	DCIs		2	
	CCCs		2	
	Engineering	3		
F3. Presence of Environmental Principles and Concepts (EP&Cs). Identify and provide background information about California's EP&Cs in the unit and how they match the learning opportunities for students.		mission after each unit. time sequencing (with phenomena)	2	
F4. Presence of Logical Sequence of Learning. Identify and provide background information on the sequence of learning in the unit.		3		

Key Features of Instructional Materials		Strong (3)	Adequate (2)	Weak (1)
SW1. Phenomena/Problems. Provide support and strategies for how to help students figure out/solve authentic and relevant anchor and investigative phenomena/problems using the three-dimensions.			2	
SW2. Three-dimensional Conceptual Framework. Provide support and strategies for how teachers • help students develop a conceptual framework of scientifically accurate understandings and abilities related to:	DCIs, SEPs, and CCCs		2	
	NoS and Engineering		2	
	EP&Cs	3		
• create a learning environment that values and leverages students' ideas, motivates learning, and helps students negotiate new meaning as they interact with others' ideas, new information, and new experiences.				1

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SW3. Prior Knowledge. Provide support and strategies to leverage students' prior knowledge and experiences to motivate learning.		2	
SW4. Metacognitive Abilities. Provide support and strategies for how to help students develop metacognitive abilities.		2	
SW5. Equitable Learning Opportunities. Provide support, strategies, and resources for how to ensure that ***all*** students, including those from non-dominant groups and with diverse learning needs, have access to the targeted learning goals and experiences.		2	
Key Features of Instructional Materials	**Strong (3)**	**Adequate (2)**	**Weak (1)**
SP1. Monitoring Three-Dimensional Learning and EP&Cs Integration. Provide support with a range of sample student responses and/or rubrics for interpreting evidence of student learning across the three dimensions and EP&Cs (where applicable) specific to the element of each dimension, and related to the phenomenon/problem that provides context for the student performance.		2	
SP2. Capturing Student Progress. The assessments within a unit include pre-, formative, summative, and self- or peer-assessment measures that assess three-dimensional learning, and these different types of measures are connected to one another to demonstrate student progress over time.		2	
SP3. Variety of Measures. Provide guidance and scoring tools for using a variety of measures matched to the targeted learning goals to help students monitor their progress toward learning goals and reflect on what they have learned, how they learn it, and how to use metacognition productively.		2	
SP4. Equitable Access. Provide support and strategies for ensuring that assessments are accessible to students from diverse backgrounds and with diverse learning needs.		2	
SP5. Use of Assessment. Provide guidance for using formative and summative assessments to monitor student progress over time. Examples include support for: capturing student growth; interpreting results; adjusting instruction and planning for future instruction; providing feedback to students; and prompting students to consider what and how they've learned.		2	
Key Features of Instructional Materials	**Strong (3)**	**Adequate (2)**	**Weak (1)**
TS1. Phenomena/Problems Driven Three-Dimensional Learning. Teacher materials provide background information about the phenomena included in the learning sequence, an explanation of the role of phenomena or problems in driving student learning and rationale for why the unit phenomena or problems were selected for the targeted DCIs, SEPs, CCCs, and EP&Cs (when applicable).		2	

TS2. Coherence. Teacher materials describe and provide a rationale for the conceptual framework and sequence of ideas, practices, and learning experiences in the learning sequences and across sequences, strategies for linking student experiences across lessons to ensure student sense-making and/or problem-solving focused on phenomena or problems is linked to learning across all three dimensions and connections to other science domains, nature of science, engineering, technology, and applications of science, math, ELA, and EP&Cs (when applicable).	3		
TS3. Effective Teaching. Teacher materials support the use of and provide a rationale and evidence of effectiveness for strategies that support students in learning through authentic and meaningful phenomena or design problems, student learning across the three dimensions and make student thinking visible; promote reasoning, sense-making, and problem-solving; challenge student thinking; and develop metacognitive abilities.		2	
TS4. Support for Students with Diverse Learning Needs. Teacher materials provide an array of strategies to support student access to the targeted learning goals, experiences, and performances. that help teachers differentiate instruction.		2	
TS5. Support to Monitor Student Progress. Materials provide support for teachers to monitor student learning and progress over time and make decisions about instruction and provide feedback to students.		2	
TS6. Quality of Technological Interactivity. Rates the degree and quality of the interactivity of that component. This is not a rating for technology in general, but for technological *interactivity*. The rubric does not apply to interaction between students, but rather to how the technology responds to the individual user.		2	
TS 7. User Friendly Format. need hard copy 7/8		2	
TS 8. Appropriate for students with special needs and English learners.		2	
Total Points by Column:	15	44	1
Final Total Points:	60		

Strengths related to these instructional materials	Limitations related to these instructional materials
- Good tech enhancement	- Basic questioning — no higher level cognitive. - Teacher's Edition online only

Science Textbook Rating Sheet

Name of Instructional Materials Stemscope Grade Level 6 Reviewer Name Debbie

Key Features of Instructional Materials		Strong (3)	Adequate (2)	Weak (1)
F1. Presence of Phenomena/Problems. Identify and provide background information about the phenomena/problems in the unit and how they match the targeted learning goals.		3		
F2. Presence of Three Dimensions. Identify and provide background information about each of the three dimensions in the unit. Also take note of any support for engineering, technology, and applications of science.	SEPs		2	
	DCIs		2	
	CCCs		2	
	Engineering	3		
F3. Presence of Environmental Principles and Concepts (EP&Cs). Identify and provide background information about California's EP&Cs in the unit and how they match the learning opportunities for students.			2	
F4. Presence of Logical Sequence of Learning. Identify and provide background information on the sequence of learning in the unit.		3		

Key Features of Instructional Materials		Strong (3)	Adequate (2)	Weak (1)
SW1. Phenomena/Problems. Provide support and strategies for how to help students figure out/solve authentic and relevant anchor and investigative phenomena/problems using the three-dimensions.		3		
SW2. Three-dimensional Conceptual Framework. Provide support and strategies for how teachers	DCIs, SEPs, and CCCs		2	
• help students develop a conceptual framework of scientifically accurate understandings and abilities related to:	NoS and Engineering		2	
	EP&Cs		2	
• create a learning environment that values and leverages students' ideas, motivates learning, and helps students negotiate new meaning as they interact with others' ideas, new information, and new experiences.				1

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SW3. Prior Knowledge. Provide support and strategies to leverage students' prior knowledge and experiences to motivate learning.		2	
SW4. Metacognitive Abilities. Provide support and strategies for how to help students develop metacognitive abilities.		2	
SW5. Equitable Learning Opportunities. Provide support, strategies, and resources for how to ensure that ***all*** students, including those from non-dominant groups and with diverse learning needs, have access to the targeted learning goals and experiences.		2	
Key Features of Instructional Materials	**Strong (3)**	**Adequate (2)**	**Weak (1)**
SP1. Monitoring Three-Dimensional Learning and EP&Cs Integration. Provide support with a range of sample student responses and/or rubrics for interpreting evidence of student learning across the three dimensions and EP&Cs (where applicable) specific to the element of each dimension, and related to the phenomenon/problem that provides context for the student performance.		2	
SP2. Capturing Student Progress. The assessments within a unit include pre-, formative, summative, and self- or peer-assessment measures that assess three-dimensional learning, and these different types of measures are connected to one another to demonstrate student progress over time.		2	
SP3. Variety of Measures. Provide guidance and scoring tools for using a variety of measures matched to the targeted learning goals to help students monitor their progress toward learning goals and reflect on what they have learned, how they learn it, and how to use metacognition productively.		2	
SP4. Equitable Access. Provide support and strategies for ensuring that assessments are accessible to students from diverse backgrounds and with diverse learning needs.		2	
SP5. Use of Assessment. Provide guidance for using formative and summative assessments to monitor student progress over time. Examples include support for: capturing student growth; interpreting results; adjusting instruction and planning for future instruction; providing feedback to students; and prompting students to consider what and how they've learned.		2	
Key Features of Instructional Materials	**Strong (3)**	**Adequate (2)**	**Weak (1)**
TS1. Phenomena/Problems Driven Three-Dimensional Learning. Teacher materials provide background information about the phenomena included in the learning sequence, an explanation of the role of phenomena or problems in driving student learning and rationale for why the unit phenomena or problems were selected for the targeted DCIs, SEPs, CCCs, and EP&Cs (when applicable).		2	

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TS2. Coherence. Teacher materials describe and provide a rationale for the conceptual framework and sequence of ideas, practices, and learning experiences in the learning sequences and across sequences, strategies for linking student experiences across lessons to ensure student sense-making and/or problem-solving focused on phenomena or problems is linked to learning across all three dimensions and connections to other science domains, nature of science, engineering, technology, and applications of science, math, ELA, and EP&Cs (when applicable).	3		
TS3. Effective Teaching. Teacher materials support the use of and provide a rationale and evidence of effectiveness for strategies that support students in learning through authentic and meaningful phenomena or design problems, student learning across the three dimensions and make student thinking visible; promote reasoning, sense-making, and problem-solving; challenge student thinking; and develop metacognitive abilities.		2	
TS4. Support for Students with Diverse Learning Needs. Teacher materials provide an array of strategies to support student access to the targeted learning goals, experiences, and performances. that help teachers differentiate instruction.		2	
TS5. Support to Monitor Student Progress. Materials provide support for teachers to monitor student learning and progress over time and make decisions about instruction and provide feedback to students.		2	
TS6. Quality of Technological Interactivity. Rates the degree and quality of the interactivity of that component. This is not a rating for technology in general, but for technological *interactivity*. The rubric does not apply to interaction between students, but rather to how the technology responds to the individual user.		2	
TS 7. User Friendly Format.		2	
TS 8. Appropriate for students with special needs and English learners.		2	
Total Points by Column:	15	44	1
Final Total Points:		60	

Strengths related to these instructional materials	Limitations related to these instructional materials
- User friendly - Good tech. resources - consumable st. notebook	- Limited Engineering opportunities & CA's - Not as much inquiry & higher-level thinking as other curriculum

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