

Science Textbook Rating Sheet

Name of Instructional Materials National Geographic 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 <ul style="list-style-type: none"> help students develop a conceptual framework of scientifically accurate understandings and abilities related to: 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. 	DCIs, SEPs, and CCCs	✓		
	NoS and Engineering	✓		
	EP&Cs	✓		
		✓		

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 <i>all</i> 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			
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			
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 <i>interactivity</i> . 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:	78	4	0
Final Total Points:	82		

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

Science Textbook Rating Sheet

Name of Instructional Materials

National Geographic

Grade Level

K

Reviewer Name

E. Ranjbar

83

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 <ul style="list-style-type: none"> • help students develop a conceptual framework of scientifically accurate understandings and abilities related to: • 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. 	DCIs, SEPs, and CCCs	✓		
	NoS and Engineering	✓		
	EP&Cs	✓		
		✓		

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 <i>all</i> 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			
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			
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).	✓		
	Strong (3)	Adequate (2)	Weak (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 <i>interactivity</i> . 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:	81	2	0
Final Total Points:	(83)		

Strengths related to these instructional materials	Limitations related to these instructional materials
<p>Vivid visuals.</p> <p>Very user friendly</p>	<p>Phenomena not as hands on.</p>

Science Textbook Rating Sheet

Name of Instructional Materials National Geographic 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	✓		
• 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.	EP&Cs	✓		

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 <i>all</i> 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 <i>interactivity</i> . 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:	81	2	0
Final Total Points:	(83)		

Strengths related to these instructional materials

Limitations related to these instructional materials

* Lessons are well planned and sequenced

* Materials are engaging and exciting

* Aligns well with our Lang. Arts curriculum

* Would love even more hands-on experiences

Science Textbook Rating Sheet

Name of Instructional Materials

Nat Geo

Grade Level

1

Reviewer Name

Julie Rivas

Key Features of Instructional Materials

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.

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

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.

	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.	✓		
	✓		
	✓		
	✓		
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.	✓		
	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:	✓		
• 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.	✓		
		✓	

Not Geo

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 <i>all</i> 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			
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			
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).	✓		

Nat Geo

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 <i>interactivity</i> . 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	
Final Total Points:	81		

Nat Geo

Strengths related to these instructional materials	Limitations related to these instructional materials
<p>Beautiful Supplemental Literacy books</p> <p>Videos</p> <p>Text book well laid out for students</p>	<p>⑤ Companion - not student friendly, just need 1 to make occasional copies</p>

Science Textbook Rating Sheet

Name of Instructional Materials National Geographic Grade Level 1 Reviewer Name Jan Bonny

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	✓		
• 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.	EP&Cs	✓		
			✓	

3

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 <i>all</i> 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			
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.	✓		
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<p>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.</p>	✓			
<p>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.</p>	✓			
<p>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.</p>	✓			
<p>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 <i>interactivity</i>. The rubric does not apply to interaction between students, but rather to how the technology responds to the individual user.</p>	✓			
<p>TS 7. User Friendly Format.</p>	✓			
<p>TS 8. Appropriate for students with special needs and English learners.</p>	✓			
<p>Total Points by Column:</p>	72	8	8	8
<p>Final Total Points:</p>			80	

Strengths related to these instructional materials

Limitations related to these instructional materials

Video and Teacher Lead Experiments
 Not a lot of student hands-on
 Workbooks reading & writing heavy - Not
 student friendly
 Science Notebook Companion - Do not need
 one for each child - 1 Blackline copy is plenty
 Depends on visuals vs. hands-on

Science Textbook Rating Sheet

Name of Instructional Materials National Geographic 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.			✓ lacks interesting	
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.			✓	

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 <i>all</i> 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			
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			
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 <i>interactivity</i> . 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		

Strengths related to these instructional materials

Phenomena - good

Limitations related to these instructional materials

Not enough labs
Workbooks reading and writing heavy
Do not need a Science Notebook -
Companion for each child.
Hard to come to a phen.

groundhogs on end of
penit.

Science Textbook Rating Sheet

Name of Instructional Materials National Geographic 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 DCIs CCCs 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		
• 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.	EP&Cs		X	
		X		

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 <i>all</i> 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			
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.	X		
Key Features of Instructional Materials			
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	
Strong (3) Adequate (2) Weak (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).	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 <i>interactivity</i> . 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:	78	9	0
Final Total Points:	82		

Strengths related to these instructional materials

Limitations related to these instructional materials



Looks good!

I like the use of Science Notebooks for students to have ownership of their learning.

Science Textbook Rating Sheet

Name of Instructional Materials National Geographic 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	✓		
• 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.	EP&Cs		✓	
		✓		

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 <i>all</i> 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			
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			
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 <i>interactivity</i> . 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:	78	4	
Final Total Points:	82		

Strengths related to these instructional materials

Limitations related to these instructional materials

Science Textbook Rating Sheet

82

National Geographic

Name of Instructional Materials Exploring Science Grade Level 2 Reviewer Name Julia Pundarik

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	✓		
• 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.	EP&Cs		✓	
		✓		

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 <i>all</i> 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			
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			
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 <i>interactivity</i> . 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:	78	4	0
Final Total Points:	82		

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

Science Textbook Rating Sheet

Name of Instructional Materials National Geo Grade Level 3 Reviewer Name Lara Berdyw

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		—	
• 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.	EP&Cs		—	
			—	

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 <i>all</i> 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			
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			
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 <i>interactivity</i> . 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:	39	22	4	
Final Total Points:	$39 + 22 + 4 = 65$			

Strengths related to these instructional materials

Limitations related to these instructional materials

Science Textbook Rating Sheet

(Natural Geographic)

Exploring Science

Name of Instructional Materials _____ Grade Level 3 Reviewer Name _____

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		✓	
• 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.	EP&Cs		✓	
			✓	

2-1 10

a lot of variety

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 <i>all</i> 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			
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			
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 <i>interactivity</i> . The rubric does not apply to interaction between students, but rather to how the technology responds to the individual user.		✓		
TS7. User Friendly Format. <i>Science Companion > too open ended</i> <i>Needs to use composition book (not included)</i> <i>Notebook</i>				✓
TS8. Appropriate for students with special needs and English learners.	✓			
Total Points by Column:	42	20		4
Final Total Points:	<div> <div>91</div> <div>2</div> <div>3</div> </div>			

Strengths related to these instructional materials

Limitations related to these instructional materials

Science Textbook Rating Sheet

64

Name of Instructional Materials National Geo 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	DCIs, SEPs, and CCCs		✓	
• help students develop a conceptual framework of scientifically accurate understandings and abilities related to:	NoS and Engineering		✓	
• 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.	EP&Cs		✓	
			✓	

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 <i>all</i> 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			
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			
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 <i>interactivity</i> . 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:	12x3=36	12x2=24	4x1=4
Final Total Points:	64		

Strengths related to these instructional materials

Limitations related to these instructional materials

Science Textbook Rating Sheet

Name of Instructional Materials National Geographic Exploring Science 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	DCIs, SEPs, and CCCs			✓
• help students develop a conceptual framework of scientifically accurate understandings and abilities related to:	NoS and Engineering			✓
• 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.	EP&Cs			✓
				✓

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 <i>all</i> 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			
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			
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 <i>interactivity</i> . 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:	21	20	11
Final Total Points:	52		

Strengths related to these instructional materials

Labs were awesome! Really enjoyed the Hands on Activities found at the beginning of each lesson.

Limitations related to these instructional materials

Connection between lab/workbooks do not make for an easy transition with assessments

Science Textbook Rating Sheet

Name of Instructional Materials National Geographic 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		✓	
• 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.	EP&Cs		✓	
				✓

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 <i>all</i> 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 <i>interactivity</i> . 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:	0	30
Final Total Points:	43	

Strengths related to these instructional materials

Limitations related to these instructional materials

Student "textbooks"
is visually appealing
+ nice pictures
+ succinct articles +
explanations

Suggested Science NB
is kind paper,
student-made
Science Notebooks
Companion (consumable)
is very repetitive
+ very "boring" to
look at and use!

Don't see phenomena -
ideas, ideas for
discussion topics

Science Textbook Rating Sheet

Name of Instructional Materials

National Geographic

Grade Level

4

Reviewer Name

Kerri Wakh

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		✓	
• 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.	EP&Cs		✓	

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 <i>all</i> 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			
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			
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 <i>interactivity</i> . 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:	0	48	4
Final Total Points:	52		

Strengths related to these instructional materials

- investigations

Limitations related to these instructional materials

not enough support for
assessments

Science Textbook Rating Sheet

Name of Instructional Materials

NATF (4+D)

Grade Level

5

Reviewer Name

Sandivew

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		2	
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.		3		
F4. Presence of Logical Sequence of Learning. Identify and provide background information on the sequence of learning in the unit.			2	
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	DCIs, SEPs, and CCCs		2	
	• help students develop a conceptual framework of scientifically accurate understandings and abilities related to:		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.	3		
		3		

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.		2	
SW5. Equitable Learning Opportunities. Provide support, strategies, and resources for how to ensure that <i>all</i> 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			
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.	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.		2	
Key Features of Instructional Materials			
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		
	Strong (3)	Adequate (2)	Weak (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).				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.				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.	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.	3				
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 <i>interactivity</i> . The rubric does not apply to interaction between students, but rather to how the technology responds to the individual user.	4			4	
TS 7. User Friendly Format.				2	
TS 8. Appropriate for students with special needs and English learners.				2	
Total Points by Column:	87			38	
Final Total Points:	65				

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

Science Textbook Rating Sheet

Name of Instructional Materials

National Geographic

Grade Level

5

Reviewer Name

Lauren Schaur

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	✓		
• 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.	EP&Cs	✓		
		✓		

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 <i>all</i> 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			
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			
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 <i>interactivity</i> . 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:	72	8	
Final Total Points:	80		

Strengths related to these instructional materials

Limitations related to these instructional materials

Resource / ELD ✓

Assessment

Interesting books / topics

real journal!

Phenomenon

Tons of reading available

human impact

Challenge?

No tabs

- Videos?

+ phenomenon is

teacher-led not provided

- No guide

Science Textbook Rating Sheet

Name of Instructional Materials

National Geographic

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		✓	
• 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.	EP&Cs	✓		
		✓		

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 <i>all</i> 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			
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			
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. <i>ELD</i> <i>WDX for higher level</i>				✓
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 <i>interactivity</i> . 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	22	1
Final Total Points:		71		

Strengths related to these instructional materials

Limitations related to these instructional materials

A lot of ELD support

Textbook look - kid friendly pictures (balanced w/ reading)

Teacher Guide/text-user friendly

Assessment choices (rubrics for every task)

Self-reflective

Rubrics for students

I prefer one student notebook. would need student generated and companion notebook.

Where are videos?

(photos, videos, etc. to introduce phenomena)

student generated notebook

student generated

notebook and "Companion Notebook"

(investigations/STEM)

Assessment

Pre-test

Quizzes

Unit Test

Perf. task

Science Textbook Rating Sheet

Name of Instructional Materials National Geographic 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.		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 DCIs CCCs Engineering		2	
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	
• 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.	EP&Cs		2	
		9	16	1

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.		2	
SW5. Equitable Learning Opportunities. Provide support, strategies, and resources for how to ensure that <i>all</i> 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			
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.	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.		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.	3		
Key Features of Instructional Materials			
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	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.	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.	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 <i>interactivity</i> . 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.	3		
TS 8. Appropriate for students with special needs and English learners.	2		
Total Points by Column:	27	36	1
Final Total Points:			

64

Strengths related to these instructional materials

Limitations related to these instructional materials

liked the visuals

missing engineering

Science Textbook Rating Sheet

Name of Instructional Materials

Grade Level

Reviewer Name

Arborescent

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.				1
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		2	
F3. Presence of Environmental Principles and Concepts (EP&Cs). Identify and provide background information about <u>California's</u> EP&Cs in the unit and how they match the learning opportunities for students.		3		1
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	DCIs, SEPs, and CCCs		2	
<ul style="list-style-type: none"> help students develop a conceptual framework of scientifically accurate understandings and abilities related to: 	NoS and Engineering		2	
<ul style="list-style-type: none"> 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. 	EP&Cs			1

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 <i>all</i> 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				
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.				1
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.		3		
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				
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

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 <i>interactivity</i> . The rubric does not apply to interaction between students, but rather to how the technology responds to the individual user.			1
TS 7. User Friendly Format.	2		
TS 8. Appropriate for students with special needs and English learners.	2		
Total Points by Column:	12	34	7
Final Total Points:	53		

Strengths related to these instructional materials

Limitations related to these instructional materials

- nice glossy student textbook
- self-assessing opportunities for students in workbook
- Readers Connected to real-world situations
- Easy to use Teacher's Guide

- missing Calif. EP+C's

Science Textbook Rating Sheet

Name of Instructional Materials Nat. Geographic Grade Level 6 Reviewer Name Debbie Au

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 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.		3		
F4. Presence of Logical Sequence of Learning. Identify and provide background information on the sequence of learning in the unit.		3		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.			2	
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	
• 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.	EP&Cs			1
			2	

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 <i>all</i> 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			
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.			1
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.	3		
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			
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 <i>interactivity</i> . The rubric does not apply to interaction between students, but rather to how the technology responds to the individual user.			1
TS 7. User Friendly Format.	2		
TS 8. Appropriate for students with special needs and English learners.	2		
Total Points by Column:	12	38	5
Final Total Points:		55	

Strengths related to these instructional materials	Limitations related to these instructional materials
<ul style="list-style-type: none"> -self-assessment rubrics -beautiful glossy pictures & textbook -separate asses. guide w/ pre/post & vlns -user friendly T.G. 	<ul style="list-style-type: none"> -no notebook, st. generated -too basic, not enough higher-level thinking/ investigative opportunities