

Science Textbook Rating Sheet

Name of Instructional Materials _____ Grade Level _____ 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.				
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: 				
<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. 				

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.	Strong (3)	Adequate (2)	Weak (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.			
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:			
Final Total Points:			

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