

# Science Textbook Rating Sheet

Name of Instructional Materials McGraw Hill - Inspire Grade Level K Reviewer Name Ravi Brar

Key Features of Instructional Materials			
	Strong (3)	Adequate (2)	Weak (1)
<b>F1. Presence of Phenomena/Problems.</b> Identify and provide background information about the phenomena/problems in the unit and how they match the targeted learning goals.		✓	
<b>F2. Presence of Three Dimensions.</b> 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
<b>F3. Presence of Environmental Principles and Concepts (EP&amp;Cs).</b> Identify and provide background information about California's EP&Cs in the unit and how they match the learning opportunities for students.	✓		
<b>F4. Presence of Logical Sequence of Learning.</b> Identify and provide background information on the sequence of learning in the unit.		✓	
Key Features of Instructional Materials			
	Strong (3)	Adequate (2)	Weak (1)
<b>SW1. Phenomena/Problems.</b> Provide support and strategies for how to help students figure out/solve authentic and relevant anchor and investigative phenomena/problems using the three-dimensions.		✓	
<b>SW2. Three-dimensional Conceptual Framework.</b> Provide support and strategies for how teachers <ul style="list-style-type: none"> <li>help students develop a conceptual framework of scientifically accurate understandings and abilities related to:</li> <li>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.</li> </ul>	✓		DCIs, SEPs, and CCCs
		✓	NoS and Engineering
	✓		EP&Cs
		✓	

<b>SW3. Prior Knowledge.</b> Provide support and strategies to leverage students' prior knowledge and experiences to motivate learning.				✓
<b>SW4. Metacognitive Abilities.</b> Provide support and strategies for how to help students develop metacognitive abilities.			✓	
<b>SW5. Equitable Learning Opportunities.</b> 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.			✓	
<b>Key Features of Instructional Materials</b>				
<b>SP1. Monitoring Three-Dimensional Learning and EP&amp;Cs Integration.</b> 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.				✓
<b>SP2. Capturing Student Progress.</b> 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.				✓
<b>SP3. Variety of Measures.</b> 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.				✓
<b>SP4. Equitable Access.</b> Provide support and strategies for ensuring that assessments are accessible to students from diverse backgrounds and with diverse learning needs.				✓
<b>SP5. Use of Assessment.</b> 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.				✓
<b>Key Features of Instructional Materials</b>				
<b>TS1. Phenomena/Problems Driven Three-Dimensional Learning.</b> 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).			✓	

<b>TS2. Coherence.</b> 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).		✓	
<b>TS3. Effective Teaching.</b> 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.		✓	
<b>TS4. Support for Students with Diverse Learning Needs.</b> Teacher materials provide an array of strategies to support student access to the targeted learning goals, experiences, and performances. that help teachers differentiate instruction.	✓		
<b>TS5. Support to Monitor Student Progress.</b> Materials provide support for teachers to monitor student learning and progress over time and make decisions about instruction and provide feedback to students.			✓
<b>TS6. Quality of Technological Interactivity.</b> 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.		✓	
<b>TS 7. User Friendly Format.</b>		✓	
<b>TS 8. Appropriate for students with special needs and English learners.</b>	✓		
<b>Total Points by Column:</b>	27	24	7
<b>Final Total Points:</b>	58		

Strengths related to these instructional materials

Limitations related to these instructional materials



# Science Textbook Rating Sheet

Name of Instructional Materials Inspire Science Grade Level K Reviewer Name E. Ranjbar

Key Features of Instructional Materials		Strong (3)	Adequate (2)	Weak (1)
<b>F1. Presence of Phenomena/Problems.</b> Identify and provide background information about the phenomena/problems in the unit and how they match the targeted learning goals.			✓	
<b>F2. Presence of Three Dimensions.</b> 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	✓ ✓ ✓ ✓		
<b>F3. Presence of Environmental Principles and Concepts (EP&amp;Cs).</b> Identify and provide background information about California's EP&Cs in the unit and how they match the learning opportunities for students.		✓		
<b>F4. Presence of Logical Sequence of Learning.</b> Identify and provide background information on the sequence of learning in the unit.			✓	
Key Features of Instructional Materials		Strong (3)	Adequate (2)	Weak (1)
<b>SW1. Phenomena/Problems.</b> Provide support and strategies for how to help students figure out/solve authentic and relevant anchor and investigative phenomena/problems using the three-dimensions.			✓	
<b>SW2. Three-dimensional Conceptual Framework.</b> 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	✓		
			✓	

<b>SW3. Prior Knowledge.</b> Provide support and strategies to leverage students' prior knowledge and experiences to motivate learning.				✓
<b>SW4. Metacognitive Abilities.</b> Provide support and strategies for how to help students develop metacognitive abilities.				✓
<b>SW5. Equitable Learning Opportunities.</b> 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.				✓
<b>Key Features of Instructional Materials</b>				
<b>SP1. Monitoring Three-Dimensional Learning and EP&amp;Cs Integration.</b> 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.				✓
<b>SP2. Capturing Student Progress.</b> 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.				✓
<b>SP3. Variety of Measures.</b> 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.				✓
<b>SP4. Equitable Access.</b> Provide support and strategies for ensuring that assessments are accessible to students from diverse backgrounds and with diverse learning needs.				✓
<b>SP5. Use of Assessment.</b> 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.				✓
<b>Key Features of Instructional Materials</b>				
<b>TS1. Phenomena/Problems Driven Three-Dimensional Learning.</b> 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).				✓

<b>TS2. Coherence.</b> 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).			✓	
<b>TS3. Effective Teaching.</b> 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.			✓	
<b>TS4. Support for Students with Diverse Learning Needs.</b> Teacher materials provide an array of strategies to support student access to the targeted learning goals, experiences, and performances. that help teachers differentiate instruction.	✓			
<b>TS5. Support to Monitor Student Progress.</b> Materials provide support for teachers to monitor student learning and progress over time and make decisions about instruction and provide feedback to students.				✓
<b>TS6. Quality of Technological Interactivity.</b> 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.			✓	
<b>TS 7. User Friendly Format.</b>			✓	
<b>TS 8. Appropriate for students with special needs and English learners.</b>	✓			
<b>Total Points by Column:</b>	27	34	2	
<b>Final Total Points:</b>	68			

Strengths related to these instructional materials		Limitations related to these instructional materials	
<p>EL support is available throughout the lessons.</p>			

# Science Textbook Rating Sheet

Name of Instructional Materials McGraw Hill - Inspire Science Grade Level K Reviewer Name Mandy Redfern

Key Features of Instructional Materials		Strong (3)	Adequate (2)	Weak (1)
<b>F1. Presence of Phenomena/Problems.</b> Identify and provide background information about the phenomena/problems in the unit and how they match the targeted learning goals.			✓	
<b>F2. Presence of Three Dimensions.</b> 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	✓		
<b>F3. Presence of Environmental Principles and Concepts (EP&amp;Cs).</b> Identify and provide background information about California's EP&Cs in the unit and how they match the learning opportunities for students.		✓		
<b>F4. Presence of Logical Sequence of Learning.</b> Identify and provide background information on the sequence of learning in the unit.			✓	
Key Features of Instructional Materials		Strong (3)	Adequate (2)	Weak (1)
<b>SW1. Phenomena/Problems.</b> Provide support and strategies for how to help students figure out/solve authentic and relevant anchor and investigative phenomena/problems using the three-dimensions.			✓	
<b>SW2. Three-dimensional Conceptual Framework.</b> Provide support and strategies for how teachers <ul style="list-style-type: none"> <li>• help students develop a conceptual framework of scientifically accurate understandings and abilities related to:</li> <li>• 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.</li> </ul>	DCIs, SEPs, and CCCs	✓		
	NoS and Engineering		✓	
	EP&Cs	✓		
			✓	

<b>SW3. Prior Knowledge.</b> Provide support and strategies to leverage students' prior knowledge and experiences to motivate learning.				✓
<b>SW4. Metacognitive Abilities.</b> Provide support and strategies for how to help students develop metacognitive abilities.			✓	
<b>SW5. Equitable Learning Opportunities.</b> 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.			✓	
<b>Key Features of Instructional Materials</b>				
<b>SP1. Monitoring Three-Dimensional Learning and EP&amp;Cs Integration.</b> 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.				✓
<b>SP2. Capturing Student Progress.</b> 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.				✓
<b>SP3. Variety of Measures.</b> 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.				✓
<b>SP4. Equitable Access.</b> Provide support and strategies for ensuring that assessments are accessible to students from diverse backgrounds and with diverse learning needs.				✓
<b>SP5. Use of Assessment.</b> 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.				✓
<b>Key Features of Instructional Materials</b>				
<b>TS1. Phenomena/Problems Driven Three-Dimensional Learning.</b> 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).			✓	



<b>TS2. Coherence.</b> 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).		✓	
<b>TS3. Effective Teaching.</b> 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.			✓
<b>TS4. Support for Students with Diverse Learning Needs.</b> Teacher materials provide an array of strategies to support student access to the targeted learning goals, experiences, and performances. that help teachers differentiate instruction.		✓	
<b>TS5. Support to Monitor Student Progress.</b> Materials provide support for teachers to monitor student learning and progress over time and make decisions about instruction and provide feedback to students.			✓
<b>TS6. Quality of Technological Interactivity.</b> 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.			✓
<b>TS 7. User Friendly Format.</b>		✓	
<b>TS 8. Appropriate for students with special needs and English learners.</b>	✓		
<b>Total Points by Column:</b>	24	22	9
<b>Final Total Points:</b>	(55)		

Strengths related to these instructional materials

Limitations related to these instructional materials

Quality hands-on experiences  
for students

4 student notebooks with  
too much information on  
the page  
Inadequate student readers  
Lacking assessments

Do Not Like! 70pt

# Science Textbook Rating Sheet

Name of Instructional Materials Inspire Grade Level 1 Reviewer Name Julie Rivas

Key Features of Instructional Materials		Strong (3)	Adequate (2)	Weak (1)
<b>F1. Presence of Phenomena/Problems.</b> Identify and provide background information about the phenomena/problems in the unit and how they match the targeted learning goals.		✓		
<b>F2. Presence of Three Dimensions.</b> 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	✓ ✓ ✓ ✓		
<b>F3. Presence of Environmental Principles and Concepts (EP&amp;Cs).</b> Identify and provide background information about California's EP&Cs in the unit and how they match the learning opportunities for students.			✓	
<b>F4. Presence of Logical Sequence of Learning.</b> Identify and provide background information on the sequence of learning in the unit.		✓		
Key Features of Instructional Materials		Strong (3)	Adequate (2)	Weak (1)
<b>SW1. Phenomena/Problems.</b> Provide support and strategies for how to help students figure out/solve authentic and relevant anchor and investigative phenomena/problems using the three-dimensions.		✓		
<b>SW2. Three-dimensional Conceptual Framework.</b> 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	✓		
			✓	

<b>SW3. Prior Knowledge.</b> Provide support and strategies to leverage students' prior knowledge and experiences to motivate learning.			✓	
<b>SW4. Metacognitive Abilities.</b> Provide support and strategies for how to help students develop metacognitive abilities.	✓			
<b>SW5. Equitable Learning Opportunities.</b> 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.	✓			
<b>Key Features of Instructional Materials</b>				
<b>SP1. Monitoring Three-Dimensional Learning and EP&amp;Cs Integration.</b> 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.			✓	
<b>SP2. Capturing Student Progress.</b> 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.				✓
<b>SP3. Variety of Measures.</b> 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.			✓	
<b>SP4. Equitable Access.</b> Provide support and strategies for ensuring that assessments are accessible to students from diverse backgrounds and with diverse learning needs.				✓
<b>SP5. Use of Assessment.</b> 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.			✓	
<b>Key Features of Instructional Materials</b>				
<b>TS1. Phenomena/Problems Driven Three-Dimensional Learning.</b> Teacher materials provide background information about the phenomena included in the learning sequence, an explanation of the role of phenomena or problems in driving student learning and rationale for why the unit phenomena or problems were selected for the targeted DCIs, SEPs, CCCs, and EP&Cs (when applicable).	✓			

3 2 1

TS2. <b>Coherence.</b> 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. <b>Effective Teaching.</b> 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. <b>Support for Students with Diverse Learning Needs.</b> 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. <b>Support to Monitor Student Progress.</b> Materials provide support for teachers to monitor student learning and progress over time and make decisions about instruction and provide feedback to students.		✓	
TS6. <b>Quality of Technological Interactivity.</b> 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. <b>User Friendly Format.</b>	✓		
TS 8. <b>Appropriate for students with special needs and English learners.</b>		✓	
<b>Total Points by Column:</b>	48	20	2
<b>Final Total Points:</b>	70		

Strengths related to these instructional materials

Limitations related to these instructional materials

very video driven, not text driven, need to show videos a lot to discuss topics

A lot online!

do not like <sup>student</sup> workbook



# Science Textbook Rating Sheet

Name of Instructional Materials McGraw Hill Grade Level 1 Reviewer Name Jon Rappleye

Key Features of Instructional Materials		Strong (3)	Adequate (2)	Weak (1)
<b>F1. Presence of Phenomena/Problems.</b> Identify and provide background information about the phenomena/problems in the unit and how they match the targeted learning goals.		✓		
<b>F2. Presence of Three Dimensions.</b> 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	✓		
<b>F3. Presence of Environmental Principles and Concepts (EP&amp;Cs).</b> Identify and provide background information about California's EP&Cs in the unit and how they match the learning opportunities for students.		✓		
<b>F4. Presence of Logical Sequence of Learning.</b> Identify and provide background information on the sequence of learning in the unit.		✓		
Key Features of Instructional Materials		Strong (3)	Adequate (2)	Weak (1)
<b>SW1. Phenomena/Problems.</b> Provide support and strategies for how to help students figure out/solve authentic and relevant anchor and investigative phenomena/problems using the three-dimensions.		✓		
<b>SW2. Three-dimensional Conceptual Framework.</b> 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	2	1	<p><b>SW3. Prior Knowledge.</b> Provide support and strategies to leverage students' prior knowledge and experiences to motivate learning.</p>		✓		
	✓		<p><b>SW4. Metacognitive Abilities.</b> Provide support and strategies for how to help students develop metacognitive abilities.</p>				
	✓		<p><b>SW5. Equitable Learning Opportunities.</b> 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.</p>				
Key Features of Instructional Materials				Strong (3)	Adequate (2)	Weak (1)	
			<p><b>SP1. Monitoring Three-Dimensional Learning and EP&amp;Cs Integration.</b> Provide support with a range of sample student responses and/or rubrics for interpreting evidence of student learning across the three dimensions and EP&amp;Cs (where applicable) specific to the element of each dimension, and related to the phenomenon/problem that provides context for the student performance.</p>		✓		
			<p><b>SP2. Capturing Student Progress.</b> 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.</p>			✓	
			<p><b>SP3. Variety of Measures.</b> 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.</p>		✓		
			<p><b>SP4. Equitable Access.</b> Provide support and strategies for ensuring that assessments are accessible to students from diverse backgrounds and with diverse learning needs.</p>			✓	
			<p><b>SP5. Use of Assessment.</b> 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.</p>		✓		
Key Features of Instructional Materials				Strong (3)	Adequate (2)	Weak (1)	
	✓		<p><b>TS1. Phenomena/Problems Driven Three-Dimensional Learning.</b> 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&amp;Cs (when applicable).</p>				

<p><b>TS2. Coherence.</b> 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&amp;Cs (when applicable).</p>	✓	3	2	1
<p><b>TS3. Effective Teaching.</b> 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><b>TS4. Support for Students with Diverse Learning Needs.</b> 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><b>TS5. Support to Monitor Student Progress.</b> 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><b>TS6. Quality of Technological Interactivity.</b> 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><b>TS 7. User Friendly Format.</b></p>	✓			
<p><b>TS 8. Appropriate for students with special needs and English learners.</b></p>			✓	
<p><b>Total Points by Column:</b></p>	51		18	2
<p><b>Final Total Points:</b></p>			71	

## Strengths related to these instructional materials

## Limitations related to these instructional materials

3 Tracks for teaching - Full Year, 5 days per week  
3 days per week  
Good explorations

Text/wk book - Read it + Watch Video - Must  
watch video to answer questions.  
So much Online - Is it too much?  
Does not provide enough time to talk and  
think. Ended thinking in journal

# Science Textbook Rating Sheet

Name of Instructional Materials McGraw Hill Grade Level 1st Reviewer Name Camilla Hartman

Key Features of Instructional Materials		Strong (3)	Adequate (2)	Weak (1)
<b>F1. Presence of Phenomena/Problems.</b> Identify and provide background information about the phenomena/problems in the unit and how they match the targeted learning goals.		✓		
<b>F2. Presence of Three Dimensions.</b> 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	✓ ✓ ✓ ✓		
<b>F3. Presence of Environmental Principles and Concepts (EP&amp;Cs).</b> Identify and provide background information about California's EP&Cs in the unit and how they match the learning opportunities for students.		✓		
<b>F4. Presence of Logical Sequence of Learning.</b> Identify and provide background information on the sequence of learning in the unit.		✓		
Key Features of Instructional Materials		Strong (3)	Adequate (2)	Weak (1)
<b>SW1. Phenomena/Problems.</b> Provide support and strategies for how to help students figure out/solve authentic and relevant anchor and investigative phenomena/problems using the three-dimensions.		✓		
<b>SW2. Three-dimensional Conceptual Framework.</b> 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	✓		
			✓	

Great investigation was very talk

<b>SW3. Prior Knowledge.</b> Provide support and strategies to leverage students' prior knowledge and experiences to motivate learning.			✓	
<b>SW4. Metacognitive Abilities.</b> Provide support and strategies for how to help students develop metacognitive abilities.	✓			
<b>SW5. Equitable Learning Opportunities.</b> 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.	✓			
<b>Key Features of Instructional Materials</b>				
<b>SP1. Monitoring Three-Dimensional Learning and EP&amp;Cs Integration.</b> 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.			✓	
<b>SP2. Capturing Student Progress.</b> 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.				✓
<b>SP3. Variety of Measures.</b> 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.			✓	
<b>SP4. Equitable Access.</b> Provide support and strategies for ensuring that assessments are accessible to students from diverse backgrounds and with diverse learning needs.				✓
<b>SP5. Use of Assessment.</b> 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.			✓	
<b>Key Features of Instructional Materials</b>				
<b>TS1. Phenomena/Problems Driven Three-Dimensional Learning.</b> 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).	✓			



<b>TS2. Coherence.</b> 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).	✓		
<b>TS3. Effective Teaching.</b> 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.	✓		
<b>TS4. Support for Students with Diverse Learning Needs.</b> Teacher materials provide an array of strategies to support student access to the targeted learning goals, experiences, and performances. that help teachers differentiate instruction.		✓	
<b>TS5. Support to Monitor Student Progress.</b> Materials provide support for teachers to monitor student learning and progress over time and make decisions about instruction and provide feedback to students.		✓	
<b>TS6. Quality of Technological Interactivity.</b> 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.	✓		
<b>TS 7. User Friendly Format.</b>	✓		
<b>TS 8. Appropriate for students with special needs and English learners.</b>		✓	
<b>Total Points by Column:</b>	51	19	2
<b>Final Total Points:</b>		71	

Strengths related to these instructional materials

lots of investigation options  
• structured, guided and open.  
good timeline planning

Limitations related to these instructional materials

Readers - illustrations (not photographs)  
too much reading student  
too structured for responses

# Science Textbook Rating Sheet

Name of Instructional Materials MC Graw Hill - Inspire Science Grade Level 2 Reviewer Name Carey Durfee

Key Features of Instructional Materials		Strong (3)	Adequate (2)	Weak (1)
<b>F1. Presence of Phenomena/Problems.</b> Identify and provide background information about the phenomena/problems in the unit and how they match the targeted learning goals.			X	
<b>F2. Presence of Three Dimensions.</b> Identify and provide background information about each of the three dimensions in the unit. Also take note of any support for engineering, technology, and applications of science.	SEPs	X		
	DCIs	X		
	CCCs	X		
	Engineering	X		
<b>F3. Presence of Environmental Principles and Concepts (EP&amp;Cs).</b> Identify and provide background information about California's EP&Cs in the unit and how they match the learning opportunities for students.		X		
<b>F4. Presence of Logical Sequence of Learning.</b> 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)
<b>SW1. Phenomena/Problems.</b> 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	
<b>SW2. Three-dimensional Conceptual Framework.</b> Provide support and strategies for how teachers <ul style="list-style-type: none"> <li>help students develop a conceptual framework of scientifically accurate understandings and abilities related to:</li> <li>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.</li> </ul>	DCIs, SEPs, and CCCs		X	
	NoS and Engineering		X	
	EP&Cs		X	
			X	

<b>SW3. Prior Knowledge.</b> Provide support and strategies to leverage students' prior knowledge and experiences to motivate learning.				X
<b>SW4. Metacognitive Abilities.</b> Provide support and strategies for how to help students develop metacognitive abilities.				X
<b>SW5. Equitable Learning Opportunities.</b> 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	
<b>Key Features of Instructional Materials</b>				
<b>SP1. Monitoring Three-Dimensional Learning and EP&amp;Cs Integration.</b> 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
<b>SP2. Capturing Student Progress.</b> 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
<b>SP3. Variety of Measures.</b> 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	
<b>SP4. Equitable Access.</b> Provide support and strategies for ensuring that assessments are accessible to students from diverse backgrounds and with diverse learning needs.			X	
<b>SP5. Use of Assessment.</b> 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
<b>Key Features of Instructional Materials</b>				
<b>TS1. Phenomena/Problems Driven Three-Dimensional Learning.</b> 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			

<b>TS2. Coherence.</b> 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	
<b>TS3. Effective Teaching.</b> 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	
<b>TS4. Support for Students with Diverse Learning Needs.</b> 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	
<b>TS5. Support to Monitor Student Progress.</b> Materials provide support for teachers to monitor student learning and progress over time and make decisions about instruction and provide feedback to students.			X	
<b>TS6. Quality of Technological Interactivity.</b> 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	
<b>TS 7. User Friendly Format.</b>		X		
<b>TS 8. Appropriate for students with special needs and English learners.</b>		X		
<b>Total Points by Column:</b>		24	30	5
<b>Final Total Points:</b>		59		

Strengths related to these instructional materials

Limitations related to these instructional materials

This curriculum is old curriculum reinvented for NGSS. Not vigorous enough.



# Science Textbook Rating Sheet

Name of Instructional Materials McGraw Hill - Inspire Science Grade Level 2 Reviewer Name Puja Gaska

Key Features of Instructional Materials		Strong (3)	Adequate (2)	Weak (1)
<b>F1. Presence of Phenomena/Problems.</b> Identify and provide background information about the phenomena/problems in the unit and how they match the targeted learning goals.			X	
<b>F2. Presence of Three Dimensions.</b> Identify and provide background information about each of the three dimensions in the unit. Also take note of any support for engineering, technology, and applications of science.	SEPs	X		
	DCIs	X		
	CCCs	X		
	Engineering	X		
<b>F3. Presence of Environmental Principles and Concepts (EP&amp;Cs).</b> Identify and provide background information about California's EP&Cs in the unit and how they match the learning opportunities for students.		X		
<b>F4. Presence of Logical Sequence of Learning.</b> 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)
<b>SW1. Phenomena/Problems.</b> 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	
<b>SW2. Three-dimensional Conceptual Framework.</b> Provide support and strategies for how teachers <ul style="list-style-type: none"> <li>help students develop a conceptual framework of scientifically accurate understandings and abilities related to:</li> <li>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.</li> </ul>	DCIs, SEPs, and CCCs		X	
	NoS and Engineering		X	
	EP&Cs		X	
			X	

<b>SW3. Prior Knowledge.</b> Provide support and strategies to leverage students' prior knowledge and experiences to motivate learning.	X		
<b>SW4. Metacognitive Abilities.</b> Provide support and strategies for how to help students develop metacognitive abilities.		X	
<b>SW5. Equitable Learning Opportunities.</b> 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		
<b>Key Features of Instructional Materials</b>			
<b>SP1. Monitoring Three-Dimensional Learning and EP&amp;Cs Integration.</b> 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	
<b>SP2. Capturing Student Progress.</b> 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	
<b>SP3. Variety of Measures.</b> 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	
<b>SP4. Equitable Access.</b> Provide support and strategies for ensuring that assessments are accessible to students from diverse backgrounds and with diverse learning needs.		X	
<b>SP5. Use of Assessment.</b> 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	
<b>Key Features of Instructional Materials</b>			
<b>TS1. Phenomena/Problems Driven Three-Dimensional Learning.</b> 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		

<b>TS2. Coherence.</b> 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	
<b>TS3. Effective Teaching.</b> 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	
<b>TS4. Support for Students with Diverse Learning Needs.</b> 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		
<b>TS5. Support to Monitor Student Progress.</b> Materials provide support for teachers to monitor student learning and progress over time and make decisions about instruction and provide feedback to students.	X		
<b>TS6. Quality of Technological Interactivity.</b> 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	
<b>TS 7. User Friendly Format.</b>	X		
<b>TS 8. Appropriate for students with special needs and English learners.</b>	X		
<b>Total Points by Column:</b>	36	32	68
<b>Final Total Points:</b>	68		

Strengths related to these instructional materials

Limitations related to these instructional materials

# Science Textbook Rating Sheet

Name of Instructional Materials McGraw Hill Inspire Grade Level 2 Reviewer Name Juwie Perdisatt

Key Features of Instructional Materials		Strong (3)	Adequate (2)	Weak (1)
<b>F1. Presence of Phenomena/Problems.</b> Identify and provide background information about the phenomena/problems in the unit and how they match the targeted learning goals.		✓		
<b>F2. Presence of Three Dimensions.</b> 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	✓		
<b>F3. Presence of Environmental Principles and Concepts (EP&amp;Cs).</b> Identify and provide background information about California's EP&Cs in the unit and how they match the learning opportunities for students.			✓	
<b>F4. Presence of Logical Sequence of Learning.</b> Identify and provide background information on the sequence of learning in the unit.			✓	
Key Features of Instructional Materials		Strong (3)	Adequate (2)	Weak (1)
<b>SW1. Phenomena/Problems.</b> Provide support and strategies for how to help students figure out/solve authentic and relevant anchor and investigative phenomena/problems using the three-dimensions.			✓	
<b>SW2. Three-dimensional Conceptual Framework.</b> Provide support and strategies for how teachers <ul style="list-style-type: none"> <li>help students develop a conceptual framework of scientifically accurate understandings and abilities related to:</li> <li>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.</li> </ul>	DCIs, SEPs, and CCCs	✓		
	NoS and Engineering		✓	
	EP&Cs	✓		
			✓	

<b>SW3. Prior Knowledge.</b> Provide support and strategies to leverage students' prior knowledge and experiences to motivate learning.	✓		
<b>SW4. Metacognitive Abilities.</b> Provide support and strategies for how to help students develop metacognitive abilities.		✓	
<b>SW5. Equitable Learning Opportunities.</b> 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.	✓		
<b>Key Features of Instructional Materials</b>			
<b>SP1. Monitoring Three-Dimensional Learning and EP&amp;Cs Integration.</b> 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.		✓	
<b>SP2. Capturing Student Progress.</b> 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.		✓	
<b>SP3. Variety of Measures.</b> 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.		✓	
<b>SP4. Equitable Access.</b> Provide support and strategies for ensuring that assessments are accessible to students from diverse backgrounds and with diverse learning needs.		✓	
<b>SP5. Use of Assessment.</b> 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.		✓	
<b>Key Features of Instructional Materials</b>			
<b>TS1. Phenomena/Problems Driven Three-Dimensional Learning.</b> 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).	✓		



<b>TS2. Coherence.</b> 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).			✓	
<b>TS3. Effective Teaching.</b> 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.			✓	
<b>TS4. Support for Students with Diverse Learning Needs.</b> Teacher materials provide an array of strategies to support student access to the targeted learning goals, experiences, and performances that help teachers differentiate instruction.	✓			
<b>TS5. Support to Monitor Student Progress.</b> Materials provide support for teachers to monitor student learning and progress over time and make decisions about instruction and provide feedback to students.	✓			
<b>TS6. Quality of Technological Interactivity.</b> 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.			✓	
<b>TS 7. User Friendly Format.</b>	✓			
<b>TS 8. Appropriate for students with special needs and English learners.</b>	✓			
<b>Total Points by Column:</b>	42	28		
<b>Final Total Points:</b>	70			

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

# Science Textbook Rating Sheet

Name of Instructional Materials Inspire Grade Level 3 Reviewer Name Lara Borden

Key Features of Instructional Materials		Strong (3)	Adequate (2)	Weak (1)
<b>F1. Presence of Phenomena/Problems.</b> Identify and provide background information about the phenomena/problems in the unit and how they match the targeted learning goals.		—		✓
<b>F2. Presence of Three Dimensions.</b> Identify and provide background information about each of the three dimensions in the unit. Also take note of any support for <u>engineering</u> , technology, and applications of science.	SEPs DCIs CCCs Engineering	—		
<b>F3. Presence of Environmental Principles and Concepts (EP&amp;Cs).</b> Identify and provide background information about California's EP&Cs in the unit and how they match the learning opportunities for students.	2	—		—
<b>F4. Presence of Logical Sequence of Learning.</b> 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)
<b>SW1. Phenomena/Problems.</b> Provide support and strategies for how to help students figure out/solve authentic and relevant anchor and investigative phenomena/problems using the three-dimensions.				—
<b>SW2. Three-dimensional Conceptual Framework.</b> 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		—	

<b>SW3. Prior Knowledge.</b> Provide support and strategies to leverage students' prior knowledge and experiences to motivate learning.	—		
<b>SW4. Metacognitive Abilities.</b> Provide support and strategies for how to help students develop metacognitive abilities.			—
<b>SW5. Equitable Learning Opportunities.</b> 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.	—		
<b>Key Features of Instructional Materials</b>			
<b>SP1. Monitoring Three-Dimensional Learning and EP&amp;Cs Integration.</b> 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.			—
<b>SP2. Capturing Student Progress.</b> 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.		—	
<b>SP3. Variety of Measures.</b> 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.	—		
<b>SP4. Equitable Access.</b> Provide support and strategies for ensuring that assessments are accessible to students from diverse backgrounds and with diverse learning needs.	—		
<b>SP5. Use of Assessment.</b> 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.	—		
<b>Key Features of Instructional Materials</b>			
<b>TS1. Phenomena/Problems Driven Three-Dimensional Learning.</b> 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)

<b>TS2. Coherence.</b> 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).			—	
<b>TS3. Effective Teaching.</b> 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.			—	
<b>TS4. Support for Students with Diverse Learning Needs.</b> Teacher materials provide an array of strategies to support student access to the targeted learning goals, experiences, and performances. that help teachers differentiate instruction.	—			
<b>TS5. Support to Monitor Student Progress.</b> Materials provide support for teachers to monitor student learning and progress over time and make decisions about instruction and provide feedback to students.			—	
<b>TS6. Quality of Technological Interactivity.</b> 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.	—			
<b>TS 7. User Friendly Format.</b>	—			
<b>TS 8. Appropriate for students with special needs and English learners.</b>	—			
<b>Total Points by Column:</b>	42	14	7	
<b>Final Total Points:</b>	63			

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



# Science Textbook Rating Sheet

Name of Instructional Materials

Inspire/McGraw

Grade Level

3

Reviewer Name

Wickley Blach

## 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:
- 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)

Strong (3)

Adequate (2)

Weak (1)

Matching  
 in clear reference task  
 drop down → multiple choice → write in  
 no inside want

<b>SW3. Prior Knowledge.</b> Provide support and strategies to leverage students' prior knowledge and experiences to motivate learning.	✓		
<b>SW4. Metacognitive Abilities.</b> Provide support and strategies for how to help students develop metacognitive abilities.			✓
<b>SW5. Equitable Learning Opportunities.</b> 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)
<b>SP1. Monitoring Three-Dimensional Learning and EP&amp;Cs Integration.</b> 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.			✓
<b>SP2. Capturing Student Progress.</b> 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. <i>NO support</i>	✓		
<b>SP3. Variety of Measures.</b> 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.	✓ similar to SBAC questions		
<b>SP4. Equitable Access.</b> Provide support and strategies for ensuring that assessments are accessible to students from diverse backgrounds and with diverse learning needs. <i>EL ✓</i>	✓	✓	✓
<b>SP5. Use of Assessment.</b> 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)
<b>TS1. Phenomena/Problems Driven Three-Dimensional Learning.</b> 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).	✓		✓

<b>TS2. Coherence.</b> 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).			✓	
<b>TS3. Effective Teaching.</b> 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.			✓	
<b>TS4. Support for Students with Diverse Learning Needs.</b> Teacher materials provide an array of strategies to support student access to the targeted learning goals, experiences, and performances. that help teachers differentiate instruction.	✓			
<b>TS5. Support to Monitor Student Progress.</b> Materials provide support for teachers to monitor student learning and progress over time and make decisions about instruction and provide feedback to students.			✓	
<b>TS6. Quality of Technological Interactivity.</b> 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.	✓			
<b>TS 7. User Friendly Format.</b>	✓			
<b>TS 8. Appropriate for students with special needs and English learners.</b>	✓			
<b>Total Points by Column:</b>	36	20		6
<b>Final Total Points:</b>	62			

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

# Science Textbook Rating Sheet

76

Name of Instructional Materials Inspire

Grade Level 3

Reviewer Name Kim Slattery

## 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:
- 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.		✓	✓
		✓	

<b>SW3. Prior Knowledge.</b> Provide support and strategies to leverage students' prior knowledge and experiences to motivate learning.	✓		
<b>SW4. Metacognitive Abilities.</b> Provide support and strategies for how to help students develop metacognitive abilities.	✓		
<b>SW5. Equitable Learning Opportunities.</b> 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.	✓		
<b>Key Features of Instructional Materials</b>			
<b>SP1. Monitoring Three-Dimensional Learning and EP&amp;Cs Integration.</b> 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.		✓	
<b>SP2. Capturing Student Progress.</b> 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.	✓		
<b>SP3. Variety of Measures.</b> 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.	✓		
<b>SP4. Equitable Access.</b> Provide support and strategies for ensuring that assessments are accessible to students from diverse backgrounds and with diverse learning needs.	✓		
<b>SP5. Use of Assessment.</b> 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.	✓		
<b>Key Features of Instructional Materials</b>			
<b>TS1. Phenomena/Problems Driven Three-Dimensional Learning.</b> 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).	✓		



<b>TS2. Coherence.</b> 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).	✓		
<b>TS3. Effective Teaching.</b> 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.	✓		
<b>TS4. Support for Students with Diverse Learning Needs.</b> Teacher materials provide an array of strategies to support student access to the targeted learning goals, experiences, and performances. that help teachers differentiate instruction.	✓		
<b>TS5. Support to Monitor Student Progress.</b> Materials provide support for teachers to monitor student learning and progress over time and make decisions about instruction and provide feedback to students.	✓		
<b>TS6. Quality of Technological Interactivity.</b> 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.	✓		
<b>TS 7. User Friendly Format.</b>	✓		
<b>TS 8. Appropriate for students with special needs and English learners.</b>	✓		
<b>Total Points by Column:</b>	22X3=66	4X2=8	2X1=2
<b>Final Total Points:</b>	76		

Strengths related to these instructional materials

Limitations related to these instructional materials

# Science Textbook Rating Sheet

Mc Graw Hill  
Inspire Science

Name of Instructional Materials

Grade Level

4

Reviewer Name

Raven Flowers

Key Features of Instructional Materials		Strong (3)	Adequate (2)	Weak (1)
<b>F1. Presence of Phenomena/Problems.</b> Identify and provide background information about the phenomena/problems in the unit and how they match the targeted learning goals.			✓	
<b>F2. Presence of Three Dimensions.</b> 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	✓ ✓ ✓ ✓		
<b>F3. Presence of Environmental Principles and Concepts (EP&amp;Cs).</b> Identify and provide background information about California's EP&Cs in the unit and how they match the learning opportunities for students.		✓		
<b>F4. Presence of Logical Sequence of Learning.</b> Identify and provide background information on the sequence of learning in the unit.			✓	
Key Features of Instructional Materials		Strong (3)	Adequate (2)	Weak (1)
<b>SW1. Phenomena/Problems.</b> Provide support and strategies for how to help students figure out/solve authentic and relevant anchor and investigative phenomena/problems using the three-dimensions.			✓	
<b>SW2. Three-dimensional Conceptual Framework.</b> 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	✓		
		✓		

<b>SW3. Prior Knowledge.</b> Provide support and strategies to leverage students' prior knowledge and experiences to motivate learning.		✓	
<b>SW4. Metacognitive Abilities.</b> Provide support and strategies for how to help students develop metacognitive abilities.		✓	
<b>SW5. Equitable Learning Opportunities.</b> 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.		✓	
<b>Key Features of Instructional Materials</b>			
<b>SP1. Monitoring Three-Dimensional Learning and EP&amp;Cs Integration.</b> 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.		✓	
<b>SP2. Capturing Student Progress.</b> 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.		✓	
<b>SP3. Variety of Measures.</b> 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.		✓	
<b>SP4. Equitable Access.</b> Provide support and strategies for ensuring that assessments are accessible to students from diverse backgrounds and with diverse learning needs.	✓		
<b>SP5. Use of Assessment.</b> 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.	✓		
<b>Key Features of Instructional Materials</b>			
<b>TS1. Phenomena/Problems Driven Three-Dimensional Learning.</b> 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).	✓		

<b>TS2. Coherence.</b> 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).	✓		
<b>TS3. Effective Teaching.</b> 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.	✓		
<b>TS4. Support for Students with Diverse Learning Needs.</b> Teacher materials provide an array of strategies to support student access to the targeted learning goals, experiences, and performances that help teachers differentiate instruction.		✓	
<b>TS5. Support to Monitor Student Progress.</b> Materials provide support for teachers to monitor student learning and progress over time and make decisions about instruction and provide feedback to students.			✓
<b>TS6. Quality of Technological Interactivity.</b> 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.			✓
<b>TS 7. User Friendly Format.</b>	✓		
<b>TS 8. Appropriate for students with special needs and English learners.</b>	✓		
<b>Total Points by Column:</b>	48	20	2
<b>Final Total Points:</b>	70		

Strengths related to these instructional materials

Limitations related to these instructional materials



# Science Textbook Rating Sheet

Name of Instructional Materials

*Inspire Science*

Grade Level

*4*

Reviewer Name

*Lori Arbucci*

## 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:
- 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)

✓

✓

✓

✓

✓

✓

✓

Strong (3)

Adequate (2)

Weak (1)

✓

✓

✓

✓

✓

<b>SW3. Prior Knowledge.</b> Provide support and strategies to leverage students' prior knowledge and experiences to motivate learning.	✓		
<b>SW4. Metacognitive Abilities.</b> Provide support and strategies for how to help students develop metacognitive abilities.		✓	
<b>SW5. Equitable Learning Opportunities.</b> 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.			✓
<b>Key Features of Instructional Materials</b>			
<b>SP1. Monitoring Three-Dimensional Learning and EP&amp;Cs Integration.</b> 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.			✓
<b>SP2. Capturing Student Progress.</b> 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.	✓		
<b>SP3. Variety of Measures.</b> 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.		✓	
<b>SP4. Equitable Access.</b> Provide support and strategies for ensuring that assessments are accessible to students from diverse backgrounds and with diverse learning needs.			✓
<b>SP5. Use of Assessment.</b> 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.		✓	
<b>Key Features of Instructional Materials</b>			
<b>TS1. Phenomena/Problems Driven Three-Dimensional Learning.</b> 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).	✓		

<b>TS2. Coherence.</b> 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).	✓		
<b>TS3. Effective Teaching.</b> 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.	✓		
<b>TS4. Support for Students with Diverse Learning Needs.</b> Teacher materials provide an array of strategies to support student access to the targeted learning goals, experiences, and performances. that help teachers differentiate instruction.		✓	
<b>TS5. Support to Monitor Student Progress.</b> Materials provide support for teachers to monitor student learning and progress over time and make decisions about instruction and provide feedback to students.		✓	
<b>TS6. Quality of Technological Interactivity.</b> 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.		✓	
<b>TS 7. User Friendly Format.</b>		✓	
<b>TS 8. Appropriate for students with special needs and English learners.</b>		✓	
<b>Total Points by Column:</b>	36	26	3
<b>Final Total Points:</b>	65		

## Strengths related to these instructional materials

## Limitations related to these instructional materials

I really love the workbooks —

- \* access prior knowledge
- \* explain your thinking
- \* apply your knowledge
- \* plan your engineering project
- \* now... go back to phenomena + explain

(assessment)

Not much found in terms of differentiation  
\* but, perhaps, I just didn't see it all!

# Science Textbook Rating Sheet

Name of Instructional Materials McGraw Hill Inspire Grade Level 4 Reviewer Name Kerri Walsh

Key Features of Instructional Materials		Strong (3)	Adequate (2)	Weak (1)
<b>F1. Presence of Phenomena/Problems.</b> Identify and provide background information about the phenomena/problems in the unit and how they match the targeted learning goals.		✓		
<b>F2. Presence of Three Dimensions.</b> 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		✓	
<b>F3. Presence of Environmental Principles and Concepts (EP&amp;Cs).</b> Identify and provide background information about California's EP&Cs in the unit and how they match the learning opportunities for students.			✓	
<b>F4. Presence of Logical Sequence of Learning.</b> Identify and provide background information on the sequence of learning in the unit.				✓
Key Features of Instructional Materials		Strong (3)	Adequate (2)	Weak (1)
<b>SW1. Phenomena/Problems.</b> Provide support and strategies for how to help students figure out/solve authentic and relevant anchor and investigative phenomena/problems using the three-dimensions.			✓	
<b>SW2. Three-dimensional Conceptual Framework.</b> 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		✓	
			✓	



<b>SW3. Prior Knowledge.</b> Provide support and strategies to leverage students' prior knowledge and experiences to motivate learning.				✓
<b>SW4. Metacognitive Abilities.</b> Provide support and strategies for how to help students develop metacognitive abilities.			✓	
<b>SW5. Equitable Learning Opportunities.</b> 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.			✓	
<b>Key Features of Instructional Materials</b>				
<b>SP1. Monitoring Three-Dimensional Learning and EP&amp;Cs Integration.</b> 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.			✓	
<b>SP2. Capturing Student Progress.</b> 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.			✓	
<b>SP3. Variety of Measures.</b> 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.			✓	
<b>SP4. Equitable Access.</b> Provide support and strategies for ensuring that assessments are accessible to students from diverse backgrounds and with diverse learning needs.			✓	
<b>SP5. Use of Assessment.</b> 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.			✓	
<b>Key Features of Instructional Materials</b>				
<b>TS1. Phenomena/Problems Driven Three-Dimensional Learning.</b> 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).			✓	



<b>TS2. Coherence.</b> 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).		✓	
<b>TS3. Effective Teaching.</b> 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.		✓	
<b>TS4. Support for Students with Diverse Learning Needs.</b> Teacher materials provide an array of strategies to support student access to the targeted learning goals, experiences, and performances. that help teachers differentiate instruction.		✓	
<b>TS5. Support to Monitor Student Progress.</b> Materials provide support for teachers to monitor student learning and progress over time and make decisions about instruction and provide feedback to students.		✓	
<b>TS6. Quality of Technological Interactivity.</b> 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.			✓
<b>TS 7. User Friendly Format.</b>			✓
<b>TS 8. Appropriate for students with special needs and English learners.</b>		✓	
<b>Total Points by Column:</b>	3	46	4
<b>Final Total Points:</b>	53		

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

# Science Textbook Rating Sheet

Name of Instructional Materials

McGraw Hill

Grade Level

5

Reviewer Name

gpa form

Key Features of Instructional Materials	Strong (3)	Adequate (2)	Weak (1)
<b>F1. Presence of Phenomena/Problems.</b> Identify and provide background information about the phenomena/problems in the unit and how they match the targeted learning goals.	3		
<b>F2. Presence of Three Dimensions.</b> 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.	3		
	3		
	3		
	3		
<b>F3. Presence of Environmental Principles and Concepts (EP&amp;Cs).</b> Identify and provide background information about California's EP&Cs in the unit and how they match the learning opportunities for students.	3		
<b>F4. Presence of Logical Sequence of Learning.</b> 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)
<b>SW1. Phenomena/Problems.</b> 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	
<b>SW2. Three-dimensional Conceptual Framework.</b> Provide support and strategies for how teachers	3		
<ul style="list-style-type: none"> <li>help students develop a conceptual framework of scientifically accurate understandings and abilities related to:</li> </ul>		2	
<ul style="list-style-type: none"> <li>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.</li> </ul>	3		
		2	

<b>SW3. Prior Knowledge.</b> Provide support and strategies to leverage students' prior knowledge and experiences to motivate learning.	3		
<b>SW4. Metacognitive Abilities.</b> Provide support and strategies for how to help students develop metacognitive abilities.	3		
<b>SW5. Equitable Learning Opportunities.</b> 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.	3		
<b>Key Features of Instructional Materials</b>			
<b>SP1. Monitoring Three-Dimensional Learning and EP&amp;Cs Integration.</b> 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		
<b>SP2. Capturing Student Progress.</b> 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.			1
<b>SP3. Variety of Measures.</b> 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.			1
<b>SP4. Equitable Access.</b> Provide support and strategies for ensuring that assessments are accessible to students from diverse backgrounds and with diverse learning needs.	2		
<b>SP5. Use of Assessment.</b> 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		1
<b>Key Features of Instructional Materials</b>			
<b>TS1. Phenomena/Problems Driven Three-Dimensional Learning.</b> 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		
	Strong (3)	Adequate (2)	Weak (1)

<b>TS2. Conerence.</b> 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		
<b>TS3. Effective Teaching.</b> 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.			
<b>TS4. Support for Students with Diverse Learning Needs.</b> Teacher materials provide an array of strategies to support student access to the targeted learning goals, experiences, and performances. that help teachers differentiate instruction.			
<b>TS5. Support to Monitor Student Progress.</b> Materials provide support for teachers to monitor student learning and progress over time and make decisions about instruction and provide feedback to students.			
<b>TS6. Quality of Technological Interactivity.</b> 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
<b>TS 7. User Friendly Format.</b>	3		
<b>TS 8. Appropriate for students with special needs and English learners.</b>	3		
<b>Total Points by Column:</b>	48	14	5
<b>Final Total Points:</b>	67		

Strengths related to these instructional materials	Limitations related to these instructional materials
<p>very easy to understand</p> <p>teacher guide/pace is so straight forward</p> <p>I like the layout of mini-books per unit</p> <p>consumable book includes reading and question everything in 1 place</p>	<p>sample answers w/o rubric</p> <p>assessment online limited</p> <p>✓ progress w/o collecting notebook</p> <p>website has a lot of "stuff" but not enhance learning experience (very similar to journeys)</p>



# Science Textbook Rating Sheet

McGraw

Name of Instructional Materials Inspire Science Grade Level 5 Reviewer Name Lauren Schow

Key Features of Instructional Materials		Strong (3)	Adequate (2)	Weak (1)
<b>F1. Presence of Phenomena/Problems.</b> Identify and provide background information about the phenomena/problems in the unit and how they match the targeted learning goals.			✓	
<b>F2. Presence of Three Dimensions.</b> 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	✓ ✓ ✓		
<b>F3. Presence of Environmental Principles and Concepts (EP&amp;Cs).</b> Identify and provide background information about California's EP&Cs in the unit and how they match the learning opportunities for students.			✓	
<b>F4. Presence of Logical Sequence of Learning.</b> Identify and provide background information on the sequence of learning in the unit.		✓		
Key Features of Instructional Materials		Strong (3)	Adequate (2)	Weak (1)
<b>SW1. Phenomena/Problems.</b> Provide support and strategies for how to help students figure out/solve authentic and relevant anchor and investigative phenomena/problems using the three-dimensions.			✓	
<b>SW2. Three-dimensional Conceptual Framework.</b> 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	✓		
			✓	

<b>SW3. Prior Knowledge.</b> Provide support and strategies to leverage students' prior knowledge and experiences to motivate learning.	✓		
<b>SW4. Metacognitive Abilities.</b> Provide support and strategies for how to help students develop metacognitive abilities.	✓		
<b>SW5. Equitable Learning Opportunities.</b> 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.	✓		
<b>Key Features of Instructional Materials</b>			
<b>SP1. Monitoring Three-Dimensional Learning and EP&amp;Cs Integration.</b> 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.			✓
<b>SP2. Capturing Student Progress.</b> 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.			✓
<b>SP3. Variety of Measures.</b> 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.			✓
<b>SP4. Equitable Access.</b> Provide support and strategies for ensuring that assessments are accessible to students from diverse backgrounds and with diverse learning needs.	✓		
<b>SP5. Use of Assessment.</b> 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.	✓		
<b>Key Features of Instructional Materials</b>			
<b>TS1. Phenomena/Problems Driven Three-Dimensional Learning.</b> 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).	✓		

<b>TS2. Coherence.</b> 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).		✓	
<b>TS3. Effective Teaching.</b> 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.	✓		
<b>TS4. Support for Students with Diverse Learning Needs.</b> Teacher materials provide an array of strategies to support student access to the targeted learning goals, experiences, and performances. that help teachers differentiate instruction.		✓	
<b>TS5. Support to Monitor Student Progress.</b> Materials provide support for teachers to monitor student learning and progress over time and make decisions about instruction and provide feedback to students.			✓
<b>TS6. Quality of Technological Interactivity.</b> 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.		✓	
<b>TS 7. User Friendly Format.</b>		✓	
<b>TS 8. Appropriate for students with special needs and English learners.</b>		✓	
<b>Total Points by Column:</b>	30	28	4
<b>Final Total Points:</b>	62		

### Strengths related to these instructional materials

- BOOK = easy to use!
- each book is separated
- students generate models
- project throughout unit
- student friendly
- data charts (")

### Limitations related to these instructional materials

- online access not user friendly
- depth?? seems lacking.
- not much reading
- labs? frequency
- Assessments do not carry through well - no rubrics.

# Science Textbook Rating Sheet

Name of Instructional Materials

CA. Inspire Science

Grade Level

5

Reviewer Name

Jenny Kalak

Key Features of Instructional Materials		Strong (3)	Adequate (2)	Weak (1)
<b>F1. Presence of Phenomena/Problems.</b> Identify and provide background information about the phenomena/problems in the unit and how they match the targeted learning goals.			✓	
<b>F2. Presence of Three Dimensions.</b> 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	✓ ✓ ✓		
<b>F3. Presence of Environmental Principles and Concepts (EP&amp;Cs).</b> Identify and provide background information about California's EP&Cs in the unit and how they match the learning opportunities for students.			✓	
<b>F4. Presence of Logical Sequence of Learning.</b> Identify and provide background information on the sequence of learning in the unit.		✓		
Key Features of Instructional Materials		Strong (3)	Adequate (2)	Weak (1)
<b>SW1. Phenomena/Problems.</b> Provide support and strategies for how to help students figure out/solve authentic and relevant anchor and investigative phenomena/problems using the three-dimensions.			✓	
<b>SW2. Three-dimensional Conceptual Framework.</b> 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		✓	
		✓		

<b>SW3. Prior Knowledge.</b> Provide support and strategies to leverage students' prior knowledge and experiences to motivate learning.			✓	
<b>SW4. Metacognitive Abilities.</b> Provide support and strategies for how to help students develop metacognitive abilities.	✓			
<b>SW5. Equitable Learning Opportunities.</b> 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.	✓			
<b>Key Features of Instructional Materials</b>				
<b>SP1. Monitoring Three-Dimensional Learning and EP&amp;Cs Integration.</b> 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.			✓	
<b>SP2. Capturing Student Progress.</b> 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.				✓
<b>SP3. Variety of Measures.</b> 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.			✓	
<b>SP4. Equitable Access.</b> Provide support and strategies for ensuring that assessments are accessible to students from diverse backgrounds and with diverse learning needs.	✓			
<b>SP5. Use of Assessment.</b> 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.				✓
<b>Key Features of Instructional Materials</b>				
<b>TS1. Phenomena/Problems Driven Three-Dimensional Learning.</b> 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).			✓	



<b>TS2. Coherence.</b> 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).		✓	
<b>TS3. Effective Teaching.</b> 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.		✓	
<b>TS4. Support for Students with Diverse Learning Needs.</b> Teacher materials provide an array of strategies to support student access to the targeted learning goals, experiences, and performances. that help teachers differentiate instruction.	✓		
<b>TS5. Support to Monitor Student Progress.</b> Materials provide support for teachers to monitor student learning and progress over time and make decisions about instruction and provide feedback to students. <i>no rubrics</i>	✓		
<b>TS6. Quality of Technological Interactivity.</b> 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.			✓
<b>TS 7. User Friendly Format.</b>	✓ *		
<b>TS 8. Appropriate for students with special needs and English learners.</b>	✓		
<b>Total Points by Column:</b>	36	24	4
<b>Final Total Points:</b>	64		

\*user friendly

Strengths related to these instructional materials

Limitations related to these instructional materials

5Es

C-E-R (claim)

consumable reading -  
good for annotating/highlighting

clear vocab.

Assessments → build your own  
possibility or

\*pacing

Full Track

Flextrack A / Flextrack B

virtual lab  
hands-on lab

Opportunity to  
supplement some science  
labs/hands-on activities  
I've created in past.

All in one workbook

seems like a mix of  
new NGSS format and  
our "old school" way of  
teaching science.

- no rubrics -

Limited reading

interactivity  
no assessment  
book

(not a  
T.G.)

84  
Really cool.

# Science Textbook Rating Sheet

McGraw Hill  
Inspire Science

Name of Instructional Materials \_\_\_\_\_ Grade Level 6 Reviewer Name Christine Matthews

Key Features of Instructional Materials		Strong (3)	Adequate (2)	Weak (1)
<b>F1. Presence of Phenomena/Problems.</b> Identify and provide background information about the phenomena/problems in the unit and how they match the targeted learning goals.		3		
<b>F2. Presence of Three Dimensions.</b> 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	3		
<b>F3. Presence of Environmental Principles and Concepts (EP&amp;Cs).</b> Identify and provide background information about California's EP&Cs in the unit and how they match the learning opportunities for students.		3		
<b>F4. Presence of Logical Sequence of Learning.</b> 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)
<b>SW1. Phenomena/Problems.</b> 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		
<b>SW2. Three-dimensional Conceptual Framework.</b> Provide support and strategies for how teachers	DCIs, SEPs, and CCCs	3		
• help students develop a conceptual framework of scientifically accurate understandings and abilities related to:	NoS and Engineering	3		
• create a learning environment that values and leverages students' ideas, motivates learning, and helps students negotiate new meaning as they interact with others' ideas, new information, and new experiences.	EP&Cs	3		
		3		

<b>SW3. Prior Knowledge.</b> Provide support and strategies to leverage students' prior knowledge and experiences to motivate learning.	3		
<b>SW4. Metacognitive Abilities.</b> Provide support and strategies for how to help students develop metacognitive abilities.	3		
<b>SW5. Equitable Learning Opportunities.</b> 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.	3		
<b>Key Features of Instructional Materials</b>			
<b>SP1. Monitoring Three-Dimensional Learning and EP&amp;Cs Integration.</b> Provide support with a range of sample student responses and/or rubrics for interpreting evidence of student learning across the three dimensions and EP&Cs (where applicable) specific to the element of each dimension, and related to the phenomenon/problem that provides context for the student performance.	3		
<b>SP2. Capturing Student Progress.</b> 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		
<b>SP3. Variety of Measures.</b> 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		
<b>SP4. Equitable Access.</b> Provide support and strategies for ensuring that assessments are accessible to students from diverse backgrounds and with diverse learning needs.	3		
<b>SP5. Use of Assessment.</b> 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		
<b>Key Features of Instructional Materials</b>			
<b>TS1. Phenomena/Problems Driven Three-Dimensional Learning.</b> 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)

<b>TS2. Coherence.</b> 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		
<b>TS3. Effective Teaching.</b> Teacher materials support the use of and provide a rationale and evidence of effectiveness for strategies that support students in learning through authentic and meaningful phenomena or design problems, student learning across the three dimensions and make student thinking visible; promote reasoning, sense-making, and problem-solving; challenge student thinking; and develop metacognitive abilities.	3		
<b>TS4. Support for Students with Diverse Learning Needs.</b> 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		
<b>TS5. Support to Monitor Student Progress.</b> Materials provide support for teachers to monitor student learning and progress over time and make decisions about instruction and provide feedback to students.	3		
<b>TS6. Quality of Technological Interactivity.</b> 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.	3		
<b>TS 7. User Friendly Format.</b>	3		
<b>TS 8. Appropriate for students with special needs and English learners.</b>	3		
<b>Total Points by Column:</b>	84		
<b>Final Total Points:</b>	84		

Strengths related to these instructional materials	Limitations related to these instructional materials
<p>love the work book</p> <p>love the real world connections</p>	<p>need help finding the simulations online</p>



# Science Textbook Rating Sheet

Name of Instructional Materials

McGraw Inspire

Grade Level

6

Reviewer Name

Andrea Redecker

82

Key Features of Instructional Materials		Strong (3)	Adequate (2)	Weak (1)
<b>F1. Presence of Phenomena/Problems.</b> Identify and provide background information about the phenomena/problems in the unit and how they match the targeted learning goals.		3		
<b>F2. Presence of Three Dimensions.</b> 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	3		
<b>F3. Presence of Environmental Principles and Concepts (EP&amp;Cs).</b> Identify and provide background information about California's EP&Cs in the unit and how they match the learning opportunities for students.		3		
<b>F4. Presence of Logical Sequence of Learning.</b> 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)
<b>SW1. Phenomena/Problems.</b> 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		
<b>SW2. Three-dimensional Conceptual Framework.</b> Provide support and strategies for how teachers	DCIs, SEPs, and CCCs	3		
• help students develop a conceptual framework of scientifically accurate understandings and abilities related to:	NoS and Engineering	3		
• create a learning environment that values and leverages students' ideas, motivates learning, and helps students negotiate new meaning as they interact with others' ideas, new information, and new experiences.	EP&Cs	3		
		3		

<b>SW3. Prior Knowledge.</b> Provide support and strategies to leverage students' prior knowledge and experiences to motivate learning.	3		
<b>SW4. Metacognitive Abilities.</b> Provide support and strategies for how to help students develop metacognitive abilities.	3		
<b>SW5. Equitable Learning Opportunities.</b> 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.	3		
<b>Key Features of Instructional Materials</b>			
<b>SP1. Monitoring Three-Dimensional Learning and EP&amp;Cs Integration.</b> 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		
<b>SP2. Capturing Student Progress.</b> 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		
<b>SP3. Variety of Measures.</b> 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		
<b>SP4. Equitable Access.</b> Provide support and strategies for ensuring that assessments are accessible to students from diverse backgrounds and with diverse learning needs.	3		
<b>SP5. Use of Assessment.</b> 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		
<b>Key Features of Instructional Materials</b>			
<b>TS1. Phenomena/Problems Driven Three-Dimensional Learning.</b> 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		

<b>TS2. Coherence.</b> 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		
<b>TS3. Effective Teaching.</b> Teacher materials support the use of and provide a rationale and evidence of effectiveness for strategies that support students in learning through authentic and meaningful phenomena or design problems, student learning across the three dimensions and make student thinking visible; promote reasoning, sense-making, and problem-solving; challenge student thinking; and develop metacognitive abilities.	3		
<b>TS4. Support for Students with Diverse Learning Needs.</b> 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		
<b>TS5. Support to Monitor Student Progress.</b> Materials provide support for teachers to monitor student learning and progress over time and make decisions about instruction and provide feedback to students.	3		
<b>TS6. Quality of Technological Interactivity.</b> 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.	3		
<b>TS 7. User Friendly Format.</b>	3		
<b>TS 8. Appropriate for students with special needs and English learners.</b>	3		
<b>Total Points by Column:</b>	78	4	2
<b>Final Total Points:</b>	82		

Strengths related to these instructional materials	Limitations related to these instructional materials
<ul style="list-style-type: none"> <li>- Strong claim/evidence piece for students.</li> <li>- Can generate assessments online has wordbank.</li> <li>- Many real-world questions incorporating context higher level thinking.</li> <li>- Provides student practice for assessments, offer hints option</li> <li>- Very user friendly for student and teacher</li> <li>- Has extra reading with units - additional articles on analyzing topics.</li> </ul>	<ul style="list-style-type: none"> <li>- no textbook although students have an instructional workbook with information embedded.</li> </ul>

# Science Textbook Rating Sheet

Name of Instructional Materials

Inspire (McGraw Hill)

Grade Level

6<sup>th</sup>

Reviewer Name

Debbie Ay

Key Features of Instructional Materials		Strong (3)	Adequate (2)	Weak (1)
<b>F1. Presence of Phenomena/Problems.</b> Identify and provide background information about the phenomena/problems in the unit and how they match the targeted learning goals.		3		
<b>F2. Presence of Three Dimensions.</b> 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	3		
<b>F3. Presence of Environmental Principles and Concepts (EP&amp;Cs).</b> Identify and provide background information about California's EP&Cs in the unit and how they match the learning opportunities for students.		2		
<b>F4. Presence of Logical Sequence of Learning.</b> 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)
<b>SW1. Phenomena/Problems.</b> 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		
<b>SW2. Three-dimensional Conceptual Framework.</b> Provide support and strategies for how teachers	DCIs, SEPs, and CCCs	3		
• help students develop a conceptual framework of scientifically accurate understandings and abilities related to:	NoS and Engineering	3		
• create a learning environment that values and leverages students' ideas, motivates learning, and helps students negotiate new meaning as they interact with others' ideas, new information, and new experiences.	EP&Cs	3		
		3		



<b>SW3. Prior Knowledge.</b> Provide support and strategies to leverage students' prior knowledge and experiences to motivate learning.	3		
<b>SW4. Metacognitive Abilities.</b> Provide support and strategies for how to help students develop metacognitive abilities.	3		
<b>SW5. Equitable Learning Opportunities.</b> 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.	3		
<b>Key Features of Instructional Materials</b>			
<b>SP1. Monitoring Three-Dimensional Learning and EP&amp;Cs Integration.</b> 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		
<b>SP2. Capturing Student Progress.</b> 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		
<b>SP3. Variety of Measures.</b> 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		
<b>SP4. Equitable Access.</b> Provide support and strategies for ensuring that assessments are accessible to students from diverse backgrounds and with diverse learning needs.	3		
<b>SP5. Use of Assessment.</b> 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		
<b>Key Features of Instructional Materials</b>			
<b>TS1. Phenomena/Problems Driven Three-Dimensional Learning.</b> 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		



<b>TS2. Coherence.</b> 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		
<b>TS3. Effective Teaching.</b> Teacher materials support the use of and provide a rationale and evidence of effectiveness for strategies that support students in learning through authentic and meaningful phenomena or design problems, student learning across the three dimensions and make student thinking visible; promote reasoning, sense-making, and problem-solving; challenge student thinking; and develop metacognitive abilities.	3		
<b>TS4. Support for Students with Diverse Learning Needs.</b> 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		
<b>TS5. Support to Monitor Student Progress.</b> Materials provide support for teachers to monitor student learning and progress over time and make decisions about instruction and provide feedback to students.	3		
<b>TS6. Quality of Technological Interactivity.</b> 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.	3		
<b>TS 7. User Friendly Format.</b>	3		
<b>TS 8. Appropriate for students with special needs and English learners.</b>	3		
<b>Total Points by Column:</b>	78	4	
<b>Final Total Points:</b>	82		

Strengths related to these instructional materials	Limitations related to these instructional materials
<ul style="list-style-type: none"> <li>- user friendly curriculum for teacher &amp; student</li> <li>- comprehensive st. notebook</li> <li>- lots of real-world connections</li> <li>- Lots of higher-level thinking, inquiry, &amp; CER's</li> <li>- Reading &amp; writing integrated into daily discussions &amp; labs.</li> <li>- consumable st. notebook</li> </ul>	<ul style="list-style-type: none"> <li>- no separate textbook, but I think the reading in the workbook &amp; online is sufficient &amp; makes appropriate connections</li> </ul>