Science Textbook Rating Sheet

Name of Instructional Materials HMH Grade Level 8 Reviewer Name A. ARTHUR

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

Key Features of Instructional Materials		Strong (3)	Adequate (2)	Weak (1)
SW1. Phenomena/Problems. Provide support and strategies for how to help students figure out/solve authentic and relevant anchor and investigative phenomena/problems using the three-dimensions.				X
SW2. Three-dimensional Conceptual Framework. Provide support and strategies for how teachers • help students develop a conceptual framework of scientifically accurate understandings and abilities related to:	DCIs, SEPs, and CCCs		X	
	NoS and Engineering		X	
	EP&Cs			X
• create a learning environment that values and leverages students' ideas, motivates learning, and helps students negotiate new meaning as they interact with others' ideas, new information, and new experiences.			X	
SW3. Prior Knowledge. Provide support and strategies to leverage students' prior knowledge and experiences to motivate learning.				X

SW4. Metacognitive Abilities. Provide support and strategies for how to help students develop metacognitive abilities.			X
SW5. Equitable Learning Opportunities. Provide support, strategies, and resources for how to ensure that ***all*** students, including those from non-dominant groups and with diverse learning needs, have access to the targeted learning goals and experiences.		X	
Key Features of Instructional Materials	**Strong (3)**	**Adequate (2)**	**Weak (1)**
SP1. Monitoring Three-Dimensional Learning and EP&Cs Integration. Provide support with a range of sample student responses and/or rubrics for interpreting evidence of student learning across the three dimensions and EP&Cs (where applicable) specific to the element of each dimension, and related to the phenomenon/problem that provides context for the student performance.			X
SP2. Capturing Student Progress. The assessments within a unit include pre-, formative, summative, and self- or peer-assessment measures that assess three-dimensional learning, and these different types of measures are connected to one another to demonstrate student progress over time.			X
SP3. Variety of Measures. Provide guidance and scoring tools for using a variety of measures matched to the targeted learning goals to help students monitor their progress toward learning goals and reflect on what they have learned, how they learn it, and how to use metacognition productively.		X	
SP4. Equitable Access. Provide support and strategies for ensuring that assessments are accessible to students from diverse backgrounds and with diverse learning needs.		X	
SP5. Use of Assessment. Provide guidance for using formative and summative assessments to monitor student progress over time. Examples include support for: capturing student growth; interpreting results; adjusting instruction and planning for future instruction; providing feedback to students; and prompting students to consider what and how they've learned.		X	
Key Features of Instructional Materials	**Strong (3)**	**Adequate (2)**	**Weak (1)**
TS1. Phenomena/Problems Driven Three-Dimensional Learning. Teacher materials provide background information about the phenomena included in the learning sequence, an explanation of the role of phenomena or problems in driving student learning and rationale for why the unit phenomena or problems were selected for the targeted DCIs, SEPs, CCCs, and EP&Cs (when applicable).		X	
TS2. Coherence. Teacher materials describe and provide a rationale for the conceptual framework and sequence of ideas, practices, and learning experiences in the learning sequences and across sequences, strategies for linking student experiences across lessons to ensure student sense-making and/or problem-solving focused on phenomena or problems is linked to learning across all three dimensions and connections to other science domains, nature of science, engineering, technology, and applications of science, math, ELA, and EP&Cs (when applicable).			X
TS3. Effective Teaching. Teacher materials support the use of and provide a rationale and evidence of			X

effectiveness for strategies that support students in learning through authentic and meaningful phenomena or design problems, student learning across the three dimensions and make student thinking visible; promote reasoning, sense-making, and problem-solving; challenge student thinking; and develop metacognitive abilities.			
TS4. Support for Students with Diverse Learning Needs. Teacher materials provide an array of strategies to support student access to the targeted learning goals, experiences, and performances. that help teachers differentiate instruction.		X	
TS5. Support to Monitor Student Progress. Materials provide support for teachers to monitor student learning and progress over time and make decisions about instruction and provide feedback to students.		X	
TS6. Quality of Technological Interactivity. Rates the degree and quality of the interactivity of that component. This is not a rating for technology in general, but for technological *interactivity*. The rubric does not apply to interaction between students, but rather to how the technology responds to the individual user.			X
TS 7. User Friendly Format.		X	
TS 8. Appropriate for students with special needs and English learners.		X	
Total Points by Column:	0	34	11
Final Total Points:	45		

Strengths related to these instructional materials	Limitations related to these instructional materials
Incorporates CERs in curriculum. Activities and labs to support curriculum.	Teaching "Integrated NGSS" through integrated chapters. This led to a jumbled presentation for both teacher and student. It also required a lot of backfilling when trying to teach. One unit we piloted jumped between the geological history of earth, fossils, elements of motion like Newton's laws, and the kinetic energy equation all in one section. Textbook and student workbook were incorporated into one piece. High level of consumption and waste. Labs were too simplistic. Students were often able to predict outcomes prior to performing lab.

Science Textbook Rating Sheet

Name of Instructional Materials ___HMH_____ Grade Level ____7_ Reviewer Name ___Werner, Christine_____

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

Key Features of Instructional Materials		Strong (3)	Adequate (2)	Weak (1)
SW1. Phenomena/Problems. Provide support and strategies for how to help students figure out/solve authentic and relevant anchor and investigative phenomena/problems using the three-dimensions.			x	
SW2. Three-dimensional Conceptual Framework. Provide support and strategies for how teachers	DCIs, SEPs, and CCCs		x	
• help students develop a conceptual framework of scientifically accurate understandings and abilities related to:	NoS and Engineering		x	
	EP&Cs		x	
• create a learning environment that values and leverages students' ideas, motivates learning, and helps students negotiate new meaning as they interact with others' ideas, new information, and new experiences.			x	
SW3. Prior Knowledge. Provide support and strategies to leverage students' prior knowledge and experiences to motivate learning.			x	

SW4. Metacognitive Abilities. Provide support and strategies for how to help students develop metacognitive abilities.		x	
SW5. Equitable Learning Opportunities. Provide support, strategies, and resources for how to ensure that ***all*** students, including those from non-dominant groups and with diverse learning needs, have access to the targeted learning goals and experiences.	x		
Key Features of Instructional Materials	**Strong (3)**	**Adequate (2)**	**Weak (1)**
SP1. Monitoring Three-Dimensional Learning and EP&Cs Integration. Provide support with a range of sample student responses and/or rubrics for interpreting evidence of student learning across the three dimensions and EP&Cs (where applicable) specific to the element of each dimension, and related to the phenomenon/problem that provides context for the student performance.		x	
SP2. Capturing Student Progress. The assessments within a unit include pre-, formative, summative, and self- or peer-assessment measures that assess three-dimensional learning, and these different types of measures are connected to one another to demonstrate student progress over time.			x
SP3. Variety of Measures. Provide guidance and scoring tools for using a variety of measures matched to the targeted learning goals to help students monitor their progress toward learning goals and reflect on what they have learned, how they learn it, and how to use metacognition productively.		x	
SP4. Equitable Access. Provide support and strategies for ensuring that assessments are accessible to students from diverse backgrounds and with diverse learning needs.		x	
SP5. Use of Assessment. Provide guidance for using formative and summative assessments to monitor student progress over time. Examples include support for: capturing student growth; interpreting results; adjusting instruction and planning for future instruction; providing feedback to students; and prompting students to consider what and how they've learned.		x	
Key Features of Instructional Materials	**Strong (3)**	**Adequate (2)**	**Weak (1)**
TS1. Phenomena/Problems Driven Three-Dimensional Learning. Teacher materials provide background information about the phenomena included in the learning sequence, an explanation of the role of phenomena or problems in driving student learning and rationale for why the unit phenomena or problems were selected for the targeted DCIs, SEPs, CCCs, and EP&Cs (when applicable).	x		
TS2. Coherence. Teacher materials describe and provide a rationale for the conceptual framework and sequence of ideas, practices, and learning experiences in the learning sequences and across sequences, strategies for linking student experiences across lessons to ensure student sense-making and/or problem-solving focused on phenomena or problems is linked to learning across all three dimensions and connections to other science domains, nature of science, engineering, technology, and applications of science, math, ELA, and EP&Cs (when applicable).	x		

TS3. Effective Teaching. Teacher materials support the use of and provide a rationale and evidence of effectiveness for strategies that support students in learning through authentic and meaningful phenomena or design problems, student learning across the three dimensions and make student thinking visible; promote reasoning, sense-making, and problem-solving; challenge student thinking; and develop metacognitive abilities.		x	
TS4. Support for Students with Diverse Learning Needs. Teacher materials provide an array of strategies to support student access to the targeted learning goals, experiences, and performances. that help teachers differentiate instruction.		x	
TS5. Support to Monitor Student Progress. Materials provide support for teachers to monitor student learning and progress over time and make decisions about instruction and provide feedback to students.		x	
TS6. Quality of Technological Interactivity. Rates the degree and quality of the interactivity of that component. This is not a rating for technology in general, but for technological *interactivity.* The rubric does not apply to interaction between students, but rather to how the technology responds to the individual user.		x	
TS 7. User Friendly Format.		x	
TS 8. Appropriate for students with special needs and English learners.		x	
Total Points by Column:	24	36	2
Final Total Points:	62		

Strengths related to these instructional materials	Limitations related to these instructional materials
If the goal is to have a truly integrated program, I feel this was the material that met that goal.	The material seemed easy for the students but lacking a smooth flow. The tests were much harder than the teaching material supported.

Science Textbook Rating Sheet

Name of Instructional Materials ___HMH_____ Grade Level __8___ Reviewer Name ___Constantinides_____

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

Key Features of Instructional Materials		Strong (3)	Adequate (2)	Weak (1)
SW1. Phenomena/Problems. Provide support and strategies for how to help students figure out/solve authentic and relevant anchor and investigative phenomena/problems using the three-dimensions.				x
SW2. Three-dimensional Conceptual Framework. Provide support and strategies for how teachers	DCIs, SEPs, and CCCs		x	
• help students develop a conceptual framework of scientifically accurate understandings and abilities related to:	NoS and Engineering		x	
	EP&Cs		x	
• create a learning environment that values and leverages students' ideas, motivates learning, and helps students negotiate new meaning as they interact with others' ideas, new information, and new experiences.				x
SW3. Prior Knowledge. Provide support and strategies to leverage students' prior knowledge and				x

experiences to motivate learning.			
SW4. Metacognitive Abilities. Provide support and strategies for how to help students develop metacognitive abilities.			x
SW5. Equitable Learning Opportunities. Provide support, strategies, and resources for how to ensure that ***all*** students, including those from non-dominant groups and with diverse learning needs, have access to the targeted learning goals and experiences.			x
Key Features of Instructional Materials	**Strong (3)**	**Adequate (2)**	**Weak (1)**
SP1. Monitoring Three-Dimensional Learning and EP&Cs Integration. Provide support with a range of sample student responses and/or rubrics for interpreting evidence of student learning across the three dimensions and EP&Cs (where applicable) specific to the element of each dimension, and related to the phenomenon/problem that provides context for the student performance.			x
SP2. Capturing Student Progress. The assessments within a unit include pre-, formative, summative, and self- or peer-assessment measures that assess three-dimensional learning, and these different types of measures are connected to one another to demonstrate student progress over time.			x
SP3. Variety of Measures. Provide guidance and scoring tools for using a variety of measures matched to the targeted learning goals to help students monitor their progress toward learning goals and reflect on what they have learned, how they learn it, and how to use metacognition productively.			x
SP4. Equitable Access. Provide support and strategies for ensuring that assessments are accessible to students from diverse backgrounds and with diverse learning needs.		x	
SP5. Use of Assessment. Provide guidance for using formative and summative assessments to monitor student progress over time. Examples include support for: capturing student growth; interpreting results; adjusting instruction and planning for future instruction; providing feedback to students; and prompting students to consider what and how they've learned.			x
Key Features of Instructional Materials	**Strong (3)**	**Adequate (2)**	**Weak (1)**
TS1. Phenomena/Problems Driven Three-Dimensional Learning. Teacher materials provide background information about the phenomena included in the learning sequence, an explanation of the role of phenomena or problems in driving student learning and rationale for why the unit phenomena or problems were selected for the targeted DCIs, SEPs, CCCs, and EP&Cs (when applicable).			x
TS2. Coherence. Teacher materials describe and provide a rationale for the conceptual framework and sequence of ideas, practices, and learning experiences in the learning sequences and across sequences, strategies for linking student experiences across lessons to ensure student sense-making and/or problem-solving focused on phenomena or problems is linked to learning across all three dimensions and connections to other science domains, nature of science, engineering, technology, and applications of science, math, ELA, and EP&Cs (when applicable).			x

TS3. Effective Teaching. Teacher materials support the use of and provide a rationale and evidence of effectiveness for strategies that support students in learning through authentic and meaningful phenomena or design problems, student learning across the three dimensions and make student thinking visible; promote reasoning, sense-making, and problem-solving; challenge student thinking; and develop metacognitive abilities.			x
TS4. Support for Students with Diverse Learning Needs. Teacher materials provide an array of strategies to support student access to the targeted learning goals, experiences, and performances. that help teachers differentiate instruction.			x
TS5. Support to Monitor Student Progress. Materials provide support for teachers to monitor student learning and progress over time and make decisions about instruction and provide feedback to students.		x	
TS6. Quality of Technological Interactivity. Rates the degree and quality of the interactivity of that component. This is not a rating for technology in general, but for technological *interactivity*. The rubric does not apply to interaction between students, but rather to how the technology responds to the individual user.		x	
TS 7. User Friendly Format.		x	
TS 8. Appropriate for students with special needs and English learners.			x
Total Points by Column:	0	18	18
Final Total Points:	36		

Strengths related to these instructional materials	Limitations related to these instructional materials
- practice writing scientifically - hands on lab - variety of different assessments/activities	- - very bad sequencing or storyline - not enough sample practice problems - poor rubrics - labs are too simplistic - rubrics are poorly done - assessments are not practical and simplistic

Science Textbook Rating Sheet

Name of Instructional Materials_HMH Science Dimensions _ Grade Level __7__ Reviewer Name ___Mary Yu___

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

Key Features of Instructional Materials		Strong (3)	Adequate (2)	Weak (1)
SW1. Phenomena/Problems. Provide support and strategies for how to help students figure out/solve authentic and relevant anchor and investigative phenomena/problems using the three-dimensions.				X
SW2. Three-dimensional Conceptual Framework. Provide support and strategies for how teachers	DCIs, SEPs, and CCCs		X	
• help students develop a conceptual framework of scientifically accurate understandings and abilities related to:	NoS and Engineering		X	
	EP&Cs			X
• create a learning environment that values and leverages students' ideas, motivates learning, and helps students negotiate new meaning as they interact with others' ideas, new information, and new experiences.				X
SW3. Prior Knowledge. Provide support and strategies to leverage students' prior knowledge and experiences to motivate learning.			X	

SW4. Metacognitive Abilities. Provide support and strategies for how to help students develop metacognitive abilities.		X	
SW5. Equitable Learning Opportunities. Provide support, strategies, and resources for how to ensure that ***all*** students, including those from non-dominant groups and with diverse learning needs, have access to the targeted learning goals and experiences.			X
Key Features of Instructional Materials	**Strong (3)**	**Adequate (2)**	**Weak (1)**
SP1. Monitoring Three-Dimensional Learning and EP&Cs Integration. Provide support with a range of sample student responses and/or rubrics for interpreting evidence of student learning across the three dimensions and EP&Cs (where applicable) specific to the element of each dimension, and related to the phenomenon/problem that provides context for the student performance.		X	
SP2. Capturing Student Progress. The assessments within a unit include pre-, formative, summative, and self- or peer-assessment measures that assess three-dimensional learning, and these different types of measures are connected to one another to demonstrate student progress over time.			X
SP3. Variety of Measures. Provide guidance and scoring tools for using a variety of measures matched to the targeted learning goals to help students monitor their progress toward learning goals and reflect on what they have learned, how they learn it, and how to use metacognition productively.			X
SP4. Equitable Access. Provide support and strategies for ensuring that assessments are accessible to students from diverse backgrounds and with diverse learning needs.		X	
SP5. Use of Assessment. Provide guidance for using formative and summative assessments to monitor student progress over time. Examples include support for: capturing student growth; interpreting results; adjusting instruction and planning for future instruction; providing feedback to students; and prompting students to consider what and how they've learned.		X	
Key Features of Instructional Materials	**Strong (3)**	**Adequate (2)**	**Weak (1)**
TS1. Phenomena/Problems Driven Three-Dimensional Learning. Teacher materials provide background information about the phenomena included in the learning sequence, an explanation of the role of phenomena or problems in driving student learning and rationale for why the unit phenomena or problems were selected for the targeted DCIs, SEPs, CCCs, and EP&Cs (when applicable).		X	
TS2. Coherence. Teacher materials describe and provide a rationale for the conceptual framework and sequence of ideas, practices, and learning experiences in the learning sequences and across sequences, strategies for linking student experiences across lessons to ensure student sense-making and/or problem-solving focused on phenomena or problems is linked to learning across all three dimensions and connections to other science domains, nature of science, engineering, technology, and applications of science, math, ELA, and EP&Cs (when applicable).			X
TS3. Effective Teaching. Teacher materials support the use of and provide a rationale and evidence of			X

effectiveness for strategies that support students in learning through authentic and meaningful phenomena or design problems, student learning across the three dimensions and make student thinking visible; promote reasoning, sense-making, and problem-solving; challenge student thinking; and develop metacognitive abilities.			
TS4. Support for Students with Diverse Learning Needs. Teacher materials provide an array of strategies to support student access to the targeted learning goals, experiences, and performances. that help teachers differentiate instruction.		X	
TS5. Support to Monitor Student Progress. Materials provide support for teachers to monitor student learning and progress over time and make decisions about instruction and provide feedback to students.			X
TS6. Quality of Technological Interactivity. Rates the degree and quality of the interactivity of that component. This is not a rating for technology in general, but for technological *interactivity*. The rubric does not apply to interaction between students, but rather to how the technology responds to the individual user.			X
TS 7. User Friendly Format.		X	
TS 8. Appropriate for students with special needs and English learners.		X	
Total Points by Column:	0	32	12
Final Total Points:	44		

Strengths related to these instructional materials	Limitations related to these instructional materials
- Engineering activities suitable for students - Detailed, rigorous reading material in the hardcover textbook - Integrated textbook with various science disciplines	- Repetitive information and student activities in various sections - Assessments include content not covered in the textbook and provided resources - Lacks details and higher order level of thinking questions in lessons - Choppy format that jumps from one discipline to the next within a section/unit (confusing for all). - Heavy technology component

LA CAÑADA UNIFIED SCHOOL DISTRICT

TEXTBOOK RATING FORM

School:	La Canada High School 7/8	Grade Level:	7

Textbook:	HMH	Science Dimensions	HMH
	Author	Title	Publisher

	3 Superior	2 Strong	1 Limited	0 Very Weak	Score
Degree of Alignment to Standards: Rate the degree in which the textbook aligns to the NGSS.		X			2
Three-Dimensional Learning: Rate the degree in which the textbook includes the phenomena/problems and the three dimensions (Science and Engineering Practices, Disciplinary Core Ideas, Cross Cutting Concepts).		X			2
Quality of Explanation of the Subject Matter: Rate how thoroughly the subject matter is explained or otherwise revealed in the textbook.		X			2
Utility of Materials Designed to Support Teaching: Evaluates the potential utility of an object at the intended grade level for the majority of instructors.			X		1
Quality of Assessments: Evaluates materials designed to determine what a student knows before, during, or after a topic is taught.			X		1
Quality of Technological Interactivity: Rates the degree and quality of the interactivity of that component.			X		1
Quality of Instruction and Practice Exercises: Evaluates materials that contain exercises designed to provide an opportunity to practice and strengthen specific skills and knowledge. Has a hands on component.			X		1
Opportunities for Deeper Learning: Think critically and solve complex problems; Work collaboratively; Communicate effectively; Learn how to learn; Reason abstractly; Construct viable arguments and critique the reasoning of others; Apply discrete knowledge and skills to real-world situations; Construct, use, or analyze models.		X			2
User Friendly Format			X		1
Appropriate for students with special needs and English learners		X			2
OVER-ALL RATING OF TEXTBOOK			X		16 total

COMMENTS: (Use reverse side if necessary.)

Date	Signature	Print Name
03/19/2020	Mary Yu	Mary Yu

LA CAÑADA UNIFIED SCHOOL DISTRICT

TEXTBOOK RATING FORM

School: La Canada High School Grade Level: 8

Textbook: DiSpezio, Frank,Okoro,Heithaus (Author) | CA HMH Science Dimensions (Title) | HMH (Publisher)

	3 Superior	2 Strong	1 Limited	0 Very Weak	Score
Degree of Alignment to Standards: Rate the degree in which the textbook aligns to the NGSS.		X			2
Three-Dimensional Learning: Rate the degree in which the textbook includes the phenomena/problems and the three dimensions (Science and Engineering Practices, Disciplinary Core Ideas, Cross Cutting Concepts).			X		1
Quality of Explanation of the Subject Matter: Rate how thoroughly the subject matter is explained or otherwise revealed in the textbook.			X		1
Utility of Materials Designed to Support Teaching: Evaluates the potential utility of an object at the intended grade level for the majority of instructors.			X		1
Quality of Assessments: Evaluates materials designed to determine what a student knows before, during, or after a topic is taught.			X		1
Quality of Technological Interactivity: Rates the degree and quality of the interactivity of that component.				X	0
Quality of Instruction and Practice Exercises: Evaluates materials that contain exercises designed to provide an opportunity to practice and strengthen specific skills and knowledge. Has a hands on component.			X		1
Opportunities for Deeper Learning: Think critically and solve complex problems; Work collaboratively; Communicate effectively; Learn how to learn; Reason abstractly; Construct viable arguments and critique the reasoning of others; Apply discrete knowledge and skills to real-world situations; Construct, use, or analyze models.			X		1
User Friendly Format			X		1
Appropriate for students with special needs and English learners			X		1
OVER-ALL RATING OF TEXTBOOK			X		11

COMMENTS: (Use reverse side if necessary.)

3/27/19 — Date

simon constantinides — Signature

simon constantinides — Print Name

LA CAÑADA UNIFIED SCHOOL DISTRICT

TEXTBOOK RATING FORM

School: L.C. Grade Level: 7

Textbook: HMH Sci Dimensions (Author) (Title) Houghton Mifflin Harcourt (Publisher)

	3 Superior	2 Strong	1 Limited	0 Very Weak	Score
Degree of Alignment to Standards: Rate the degree in which the textbook aligns to the NGSS.		X			2
Three-Dimensional Learning: Rate the degree in which the textbook includes the phenomena/problems and the three dimensions (Science and Engineering Practices, Disciplinary Core Ideas, Cross Cutting Concepts).		X			2
Quality of Explanation of the Subject Matter: Rate how thoroughly the subject matter is explained or otherwise revealed in the textbook.			X		1
Utility of Materials Designed to Support Teaching: Evaluates the potential utility of an object at the intended grade level for the majority of instructors.			X		1
Quality of Assessments: Evaluates materials designed to determine what a student knows before, during, or after a topic is taught.			X		1
Quality of Technological Interactivity: Rates the degree and quality of the interactivity of that component.		X			2
Quality of Instruction and Practice Exercises: Evaluates materials that contain exercises designed to provide an opportunity to practice and strengthen specific skills and knowledge. Has a hands on component.			X		1
Opportunities for Deeper Learning: Think critically and solve complex problems; Work collaboratively; Communicate effectively; Learn how to learn; Reason abstractly; Construct viable arguments and critique the reasoning of others; Apply discrete knowledge and skills to real-world situations; Construct, use, or analyze models.		X			2
User Friendly Format		X			2
Appropriate for students with special needs and English learners		X			2
OVER-ALL RATING OF TEXTBOOK					16

COMMENTS: (Use reverse side if necessary.)

3/20/20 (Date) C. Werner (Signature) C. Werner (Print Name)

LA CAÑADA UNIFIED SCHOOL DISTRICT

TEXTBOOK RATING FORM

School: LCHS 7/8 Grade Level: 8

Textbook: _____ (Author) California HMH Science Dimensions (Title) HMH (Publisher)

	3 Superior	2 Strong	1 Limited	0 Very Weak	Score
Degree of Alignment to Standards: Rate the degree in which the textbook aligns to the NGSS.		X			2
Three-Dimensional Learning: Rate the degree in which the textbook includes the phenomena/problems and the three dimensions (Science and Engineering Practices, Disciplinary Core Ideas, Cross Cutting Concepts).		X			2
Quality of Explanation of the Subject Matter: Rate how thoroughly the subject matter is explained or otherwise revealed in the textbook.			X		1
Utility of Materials Designed to Support Teaching: Evaluates the potential utility of an object at the intended grade level for the majority of instructors.			X		1
Quality of Assessments: Evaluates materials designed to determine what a student knows before, during, or after a topic is taught.			X		1
Quality of Technological Interactivity: Rates the degree and quality of the interactivity of that component.			X		1
Quality of Instruction and Practice Exercises: Evaluates materials that contain exercises designed to provide an opportunity to practice and strengthen specific skills and knowledge. Has a hands on component.			X		1
Opportunities for Deeper Learning: Think critically and solve complex problems; Work collaboratively; Communicate effectively; Learn how to learn; Reason abstractly; Construct viable arguments and critique the reasoning of others; Apply discrete knowledge and skills to real-world situations; Construct, use, or analyze models.			X		1
User Friendly Format		X			2
Appropriate for students with special needs and English learners			X		1
OVER-ALL RATING OF TEXTBOOK			X		13

COMMENTS: (Use reverse side if necessary.)

3/24/2020 *Andrew Arthur* Andrew Arthur

Date Signature Print Name

Science Textbook Rating Sheet

Name of Instructional Materials TCI Grade Level ____7_ Reviewer Name _____Werner, Christine_____

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

Key Features of Instructional Materials		Strong (3)	Adequate (2)	Weak (1)
SW1. Phenomena/Problems. Provide support and strategies for how to help students figure out/solve authentic and relevant anchor and investigative phenomena/problems using the three-dimensions.		x		
SW2. Three-dimensional Conceptual Framework. Provide support and strategies for how teachers	DCIs, SEPs, and CCCs		x	
• help students develop a conceptual framework of scientifically accurate understandings and abilities related to:	NoS and Engineering		x	
	EP&Cs		x	
• create a learning environment that values and leverages students' ideas, motivates learning, and helps students negotiate new meaning as they interact with others' ideas, new information, and new experiences.		x		
SW3. Prior Knowledge. Provide support and strategies to leverage students' prior knowledge and experiences to motivate learning.		x		

SW4. Metacognitive Abilities. Provide support and strategies for how to help students develop metacognitive abilities.		x	
SW5. Equitable Learning Opportunities. Provide support, strategies, and resources for how to ensure that ***all*** students, including those from non-dominant groups and with diverse learning needs, have access to the targeted learning goals and experiences.		x	
Key Features of Instructional Materials	**Strong (3)**	**Adequate (2)**	**Weak (1)**
SP1. Monitoring Three-Dimensional Learning and EP&Cs Integration. Provide support with a range of sample student responses and/or rubrics for interpreting evidence of student learning across the three dimensions and EP&Cs (where applicable) specific to the element of each dimension, and related to the phenomenon/problem that provides context for the student performance.		x	
SP2. Capturing Student Progress. The assessments within a unit include pre-, formative, summative, and self- or peer-assessment measures that assess three-dimensional learning, and these different types of measures are connected to one another to demonstrate student progress over time.		x	
SP3. Variety of Measures. Provide guidance and scoring tools for using a variety of measures matched to the targeted learning goals to help students monitor their progress toward learning goals and reflect on what they have learned, how they learn it, and how to use metacognition productively.		x	
SP4. Equitable Access. Provide support and strategies for ensuring that assessments are accessible to students from diverse backgrounds and with diverse learning needs.		x	
SP5. Use of Assessment. Provide guidance for using formative and summative assessments to monitor student progress over time. Examples include support for: capturing student growth; interpreting results; adjusting instruction and planning for future instruction; providing feedback to students; and prompting students to consider what and how they've learned.	x		
Key Features of Instructional Materials	**Strong (3)**	**Adequate (2)**	**Weak (1)**
TS1. Phenomena/Problems Driven Three-Dimensional Learning. Teacher materials provide background information about the phenomena included in the learning sequence, an explanation of the role of phenomena or problems in driving student learning and rationale for why the unit phenomena or problems were selected for the targeted DCIs, SEPs, CCCs, and EP&Cs (when applicable).			
TS2. Coherence. Teacher materials describe and provide a rationale for the conceptual framework and sequence of ideas, practices, and learning experiences in the learning sequences and across sequences, strategies for linking student experiences across lessons to ensure student sense-making and/or problem-solving focused on phenomena or problems is linked to learning across all three dimensions and connections to other science domains, nature of science, engineering, technology, and applications of science, math, ELA, and EP&Cs (when applicable).			

TS3. Effective Teaching. Teacher materials support the use of and provide a rationale and evidence of effectiveness for strategies that support students in learning through authentic and meaningful phenomena or design problems, student learning across the three dimensions and make student thinking visible; promote reasoning, sense-making, and problem-solving; challenge student thinking; and develop metacognitive abilities.	x		
TS4. Support for Students with Diverse Learning Needs. Teacher materials provide an array of strategies to support student access to the targeted learning goals, experiences, and performances. that help teachers differentiate instruction.		x	
TS5. Support to Monitor Student Progress. Materials provide support for teachers to monitor student learning and progress over time and make decisions about instruction and provide feedback to students.	x		
TS6. Quality of Technological Interactivity. Rates the degree and quality of the interactivity of that component. This is not a rating for technology in general, but for technological *interactivity*. The rubric does not apply to interaction between students, but rather to how the technology responds to the individual user.			x
TS 7. User Friendly Format.		x	
TS 8. Appropriate for students with special needs and English learners.		x	
Total Points by Column:	33	28	1
Final Total Points:	62		

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

Science Textbook Rating Sheet

Name of Instructional Materials _____TCI_____ Grade Level _8____ Reviewer Name ___Constantinides_____

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

Key Features of Instructional Materials		Strong (3)	Adequate (2)	Weak (1)
SW1. Phenomena/Problems. Provide support and strategies for how to help students figure out/solve authentic and relevant anchor and investigative phenomena/problems using the three-dimensions.			x	
SW2. Three-dimensional Conceptual Framework. Provide support and strategies for how teachers	DCIs, SEPs, and CCCs		x	
• help students develop a conceptual framework of scientifically accurate understandings and abilities related to:	NoS and Engineering	x		
	EP&Cs		x	
• create a learning environment that values and leverages students' ideas, motivates learning, and helps students negotiate new meaning as they interact with others' ideas, new information, and new experiences.		x		
SW3. Prior Knowledge. Provide support and strategies to leverage students' prior knowledge and		x		

experiences to motivate learning.			
SW4. Metacognitive Abilities. Provide support and strategies for how to help students develop metacognitive abilities.	x		
SW5. Equitable Learning Opportunities. Provide support, strategies, and resources for how to ensure that ***all*** students, including those from non-dominant groups and with diverse learning needs, have access to the targeted learning goals and experiences.			x
Key Features of Instructional Materials	**Strong (3)**	**Adequate (2)**	**Weak (1)**
SP1. Monitoring Three-Dimensional Learning and EP&Cs Integration. Provide support with a range of sample student responses and/or rubrics for interpreting evidence of student learning across the three dimensions and EP&Cs (where applicable) specific to the element of each dimension, and related to the phenomenon/problem that provides context for the student performance.		x	
SP2. Capturing Student Progress. The assessments within a unit include pre-, formative, summative, and self- or peer-assessment measures that assess three-dimensional learning, and these different types of measures are connected to one another to demonstrate student progress over time.	x		
SP3. Variety of Measures. Provide guidance and scoring tools for using a variety of measures matched to the targeted learning goals to help students monitor their progress toward learning goals and reflect on what they have learned, how they learn it, and how to use metacognition productively.	x		
SP4. Equitable Access. Provide support and strategies for ensuring that assessments are accessible to students from diverse backgrounds and with diverse learning needs.			x
SP5. Use of Assessment. Provide guidance for using formative and summative assessments to monitor student progress over time. Examples include support for: capturing student growth; interpreting results; adjusting instruction and planning for future instruction; providing feedback to students; and prompting students to consider what and how they've learned.		x	
Key Features of Instructional Materials	**Strong (3)**	**Adequate (2)**	**Weak (1)**
TS1. Phenomena/Problems Driven Three-Dimensional Learning. Teacher materials provide background information about the phenomena included in the learning sequence, an explanation of the role of phenomena or problems in driving student learning and rationale for why the unit phenomena or problems were selected for the targeted DCIs, SEPs, CCCs, and EP&Cs (when applicable).		x	
TS2. Coherence. Teacher materials describe and provide a rationale for the conceptual framework and sequence of ideas, practices, and learning experiences in the learning sequences and across sequences, strategies for linking student experiences across lessons to ensure student sense-making and/or problem-solving focused on phenomena or problems is linked to learning across all three dimensions and connections to other science domains, nature of science, engineering, technology, and applications of science, math, ELA, and EP&Cs (when applicable).	x		

TS3. Effective Teaching. Teacher materials support the use of and provide a rationale and evidence of effectiveness for strategies that support students in learning through authentic and meaningful phenomena or design problems, student learning across the three dimensions and make student thinking visible; promote reasoning, sense-making, and problem-solving; challenge student thinking; and develop metacognitive abilities.	x		
TS4. Support for Students with Diverse Learning Needs. Teacher materials provide an array of strategies to support student access to the targeted learning goals, experiences, and performances. that help teachers differentiate instruction.			x
TS5. Support to Monitor Student Progress. Materials provide support for teachers to monitor student learning and progress over time and make decisions about instruction and provide feedback to students.	x		
TS6. Quality of Technological Interactivity. Rates the degree and quality of the interactivity of that component. This is not a rating for technology in general, but for technological *interactivity*. The rubric does not apply to interaction between students, but rather to how the technology responds to the individual user.	x		
TS 7. User Friendly Format.	x		
TS 8. Appropriate for students with special needs and English learners.			x
Total Points by Column:	54	12	4
Final Total Points:			

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

Science Textbook Rating Sheet

Name of Instructional Materials TCI | Grade Level 8 | Reviewer Name A. ARTHUR

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

Key Features of Instructional Materials		Strong (3)	Adequate (2)	Weak (1)
SW1. Phenomena/Problems. Provide support and strategies for how to help students figure out/solve authentic and relevant anchor and investigative phenomena/problems using the three-dimensions.		X		
SW2. Three-dimensional Conceptual Framework. Provide support and strategies for how teachers	DCIs, SEPs, and CCCs		X	
• help students develop a conceptual framework of scientifically accurate understandings and abilities related to:	NoS and Engineering		X	
	EP&Cs		X	
• create a learning environment that values and leverages students' ideas, motivates learning, and helps students negotiate new meaning as they interact with others' ideas, new information, and new experiences.			X	
SW3. Prior Knowledge. Provide support and strategies to leverage students' prior knowledge and experiences to motivate learning.			X	

SW4. Metacognitive Abilities. Provide support and strategies for how to help students develop metacognitive abilities.		X	
SW5. Equitable Learning Opportunities. Provide support, strategies, and resources for how to ensure that ***all*** students, including those from non-dominant groups and with diverse learning needs, have access to the targeted learning goals and experiences.			X
Key Features of Instructional Materials	**Strong (3)**	**Adequate (2)**	**Weak (1)**
SP1. Monitoring Three-Dimensional Learning and EP&Cs Integration. Provide support with a range of sample student responses and/or rubrics for interpreting evidence of student learning across the three dimensions and EP&Cs (where applicable) specific to the element of each dimension, and related to the phenomenon/problem that provides context for the student performance.		X	
SP2. Capturing Student Progress. The assessments within a unit include pre-, formative, summative, and self- or peer-assessment measures that assess three-dimensional learning, and these different types of measures are connected to one another to demonstrate student progress over time.		X	
SP3. Variety of Measures. Provide guidance and scoring tools for using a variety of measures matched to the targeted learning goals to help students monitor their progress toward learning goals and reflect on what they have learned, how they learn it, and how to use metacognition productively.		X	
SP4. Equitable Access. Provide support and strategies for ensuring that assessments are accessible to students from diverse backgrounds and with diverse learning needs.		X	
SP5. Use of Assessment. Provide guidance for using formative and summative assessments to monitor student progress over time. Examples include support for: capturing student growth; interpreting results; adjusting instruction and planning for future instruction; providing feedback to students; and prompting students to consider what and how they've learned.		X	
Key Features of Instructional Materials	**Strong (3)**	**Adequate (2)**	**Weak (1)**
TS1. Phenomena/Problems Driven Three-Dimensional Learning. Teacher materials provide background information about the phenomena included in the learning sequence, an explanation of the role of phenomena or problems in driving student learning and rationale for why the unit phenomena or problems were selected for the targeted DCIs, SEPs, CCCs, and EP&Cs (when applicable).	X		
TS2. Coherence. Teacher materials describe and provide a rationale for the conceptual framework and sequence of ideas, practices, and learning experiences in the learning sequences and across sequences, strategies for linking student experiences across lessons to ensure student sense-making and/or problem-solving focused on phenomena or problems is linked to learning across all three dimensions and connections to other science domains, nature of science, engineering, technology, and applications of science, math, ELA, and EP&Cs (when applicable).		X	
TS3. Effective Teaching. Teacher materials support the use of and provide a rationale and evidence of	X		

effectiveness for strategies that support students in learning through authentic and meaningful phenomena or design problems, student learning across the three dimensions and make student thinking visible; promote reasoning, sense-making, and problem-solving; challenge student thinking; and develop metacognitive abilities.			
TS4. Support for Students with Diverse Learning Needs. Teacher materials provide an array of strategies to support student access to the targeted learning goals, experiences, and performances. that help teachers differentiate instruction.			X
TS5. Support to Monitor Student Progress. Materials provide support for teachers to monitor student learning and progress over time and make decisions about instruction and provide feedback to students.		X	
TS6. Quality of Technological Interactivity. Rates the degree and quality of the interactivity of that component. This is not a rating for technology in general, but for technological *interactivity*. The rubric does not apply to interaction between students, but rather to how the technology responds to the individual user.		X	
TS 7. User Friendly Format.		X	
TS 8. Appropriate for students with special needs and English learners.			X
Total Points by Column:	9	44	3
Final Total Points:	56		

Strengths related to these instructional materials	Limitations related to these instructional materials
Teaching "Integrated NGSS" through disciplinary chapters. TCI support team was very responsive. No issues ordering supplies. They were also quick to make editing changes to errors we found in curriculum. Incorporates CERs in curriculum.	Curriculum was heavily focused on the digital format. Students were often in front of a screen. The textbook is very elegant however the reading level is above grade level. This book would not offer the best level of support for english learners or students with special needs. Assessments have two problems. The first problem is that most of the questions are traditional multiple choice formats. This is not in alignment with the new style of questions found on the CAST. The second problem is that the questions are very difficult which partially corresponds to the higher reading level.

Science Textbook Rating Sheet

Name of Instructional Materials _____TCI Bring Science Alive!_____ Grade Level __7___ Reviewer Name _____Mary Yu_____

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

Key Features of Instructional Materials		Strong (3)	Adequate (2)	Weak (1)
SW1. Phenomena/Problems. Provide support and strategies for how to help students figure out/solve authentic and relevant anchor and investigative phenomena/problems using the three-dimensions.			X	
SW2. Three-dimensional Conceptual Framework. Provide support and strategies for how teachers	DCIs, SEPs, and CCCs		X	
• help students develop a conceptual framework of scientifically accurate understandings and abilities related to:	NoS and Engineering		X	
	EP&Cs		X	
• create a learning environment that values and leverages students' ideas, motivates learning, and helps students negotiate new meaning as they interact with others' ideas, new information, and new experiences.			X	
SW3. Prior Knowledge. Provide support and strategies to leverage students' prior knowledge and experiences to motivate learning.		X		

SW4. Metacognitive Abilities. Provide support and strategies for how to help students develop metacognitive abilities.		X	
SW5. Equitable Learning Opportunities. Provide support, strategies, and resources for how to ensure that ***all*** students, including those from non-dominant groups and with diverse learning needs, have access to the targeted learning goals and experiences.		X	
Key Features of Instructional Materials	**Strong (3)**	**Adequate (2)**	**Weak (1)**
SP1. Monitoring Three-Dimensional Learning and EP&Cs Integration. Provide support with a range of sample student responses and/or rubrics for interpreting evidence of student learning across the three dimensions and EP&Cs (where applicable) specific to the element of each dimension, and related to the phenomenon/problem that provides context for the student performance.		X	
SP2. Capturing Student Progress. The assessments within a unit include pre-, formative, summative, and self- or peer-assessment measures that assess three-dimensional learning, and these different types of measures are connected to one another to demonstrate student progress over time.		X	
SP3. Variety of Measures. Provide guidance and scoring tools for using a variety of measures matched to the targeted learning goals to help students monitor their progress toward learning goals and reflect on what they have learned, how they learn it, and how to use metacognition productively.		X	
SP4. Equitable Access. Provide support and strategies for ensuring that assessments are accessible to students from diverse backgrounds and with diverse learning needs.		X	
SP5. Use of Assessment. Provide guidance for using formative and summative assessments to monitor student progress over time. Examples include support for: capturing student growth; interpreting results; adjusting instruction and planning for future instruction; providing feedback to students; and prompting students to consider what and how they've learned.		X	
Key Features of Instructional Materials	**Strong (3)**	**Adequate (2)**	**Weak (1)**
TS1. Phenomena/Problems Driven Three-Dimensional Learning. Teacher materials provide background information about the phenomena included in the learning sequence, an explanation of the role of phenomena or problems in driving student learning and rationale for why the unit phenomena or problems were selected for the targeted DCIs, SEPs, CCCs, and EP&Cs (when applicable).	X		
TS2. Coherence. Teacher materials describe and provide a rationale for the conceptual framework and sequence of ideas, practices, and learning experiences in the learning sequences and across sequences, strategies for linking student experiences across lessons to ensure student sense-making and/or problem-solving focused on phenomena or problems is linked to learning across all three dimensions and connections to other science domains, nature of science, engineering, technology, and applications of science, math, ELA, and EP&Cs (when applicable).		X	
TS3. Effective Teaching. Teacher materials support the use of and provide a rationale and evidence of		X	

effectiveness for strategies that support students in learning through authentic and meaningful phenomena or design problems, student learning across the three dimensions and make student thinking visible; promote reasoning, sense-making, and problem-solving; challenge student thinking; and develop metacognitive abilities.			
TS4. Support for Students with Diverse Learning Needs. Teacher materials provide an array of strategies to support student access to the targeted learning goals, experiences, and performances. that help teachers differentiate instruction.		X	
TS5. Support to Monitor Student Progress. Materials provide support for teachers to monitor student learning and progress over time and make decisions about instruction and provide feedback to students.		X	
TS6. Quality of Technological Interactivity. Rates the degree and quality of the interactivity of that component. This is not a rating for technology in general, but for technological *interactivity*. The rubric does not apply to interaction between students, but rather to how the technology responds to the individual user.		X	
TS 7. User Friendly Format.		X	
TS 8. Appropriate for students with special needs and English learners.		X	
Total Points by Column:	9	48	1
Final Total Points:	58		

Strengths related to these instructional materials	Limitations related to these instructional materials
- Detailed reading passages in the textbook - Engineering activities that connected back to CA - Hands-on practice emphasized with labs in each section - Responsive customer service team when approached with errors in the curriculum	- Reading passages are beyond 7th-grade level - Lack of flexibility with instructional materials and strategies - Questions lack detail and/or clarity on student activity handouts - Inaccurate and incomplete rubrics provided - Repetitive questions throughout different sections - Heavy technology component (repetitive use during lessons) - Assessments contain material that weren't covered in the textbook or provided resources

LA CAÑADA UNIFIED SCHOOL DISTRICT

TEXTBOOK RATING FORM

School:	La Canada High School 7/8	Grade Level:	7

Textbook:	TCI	Bring Science Alive!	TCI
	Author	Title	Publisher

	3 Superior	2 Strong	1 Limited	0 Very Weak	Score
Degree of Alignment to Standards: Rate the degree in which the textbook aligns to the NGSS.		X			2
Three-Dimensional Learning: Rate the degree in which the textbook includes the phenomena/problems and the three dimensions (Science and Engineering Practices, Disciplinary Core Ideas, Cross Cutting Concepts).		X			2
Quality of Explanation of the Subject Matter: Rate how thoroughly the subject matter is explained or otherwise revealed in the textbook.		X			2
Utility of Materials Designed to Support Teaching: Evaluates the potential utility of an object at the intended grade level for the majority of instructors.		X			2
Quality of Assessments: Evaluates materials designed to determine what a student knows before, during, or after a topic is taught.			X		1
Quality of Technological Interactivity: Rates the degree and quality of the interactivity of that component.			X		1
Quality of Instruction and Practice Exercises: Evaluates materials that contain exercises designed to provide an opportunity to practice and strengthen specific skills and knowledge. Has a hands on component.		X			2
Opportunities for Deeper Learning: Think critically and solve complex problems; Work collaboratively; Communicate effectively; Learn how to learn; Reason abstractly; Construct viable arguments and critique the reasoning of others; Apply discrete knowledge and skills to real-world situations; Construct, use, or analyze models.		X			2
User Friendly Format			X		1
Appropriate for students with special needs and English learners		X			2
OVER-ALL RATING OF TEXTBOOK		X			19 total

COMMENTS: (Use reverse side if necessary.)

Date	Signature	Print Name
03/19/2020	Mary Yu	Mary Yu

LA CAÑADA UNIFIED SCHOOL DISTRICT

TEXTBOOK RATING FORM

School:	LCHS 7/8	Grade Level:	8
Textbook:	TCI		TCI
	Author	Title	Publisher

	3 Superior	2 Strong	1 Limited	0 Very Weak	Score
Degree of Alignment to Standards: Rate the degree in which the textbook aligns to the NGSS.	3				
Three-Dimensional Learning: Rate the degree in which the textbook includes the phenomena/problems and the three dimensions (Science and Engineering Practices, Disciplinary Core Ideas, Cross Cutting Concepts).		2			
Quality of Explanation of the Subject Matter: Rate how thoroughly the subject matter is explained or otherwise revealed in the textbook.	3				
Utility of Materials Designed to Support Teaching: Evaluates the potential utility of an object at the intended grade level for the majority of instructors.		2			
Quality of Assessments: Evaluates materials designed to determine what a student knows before, during, or after a topic is taught.		2			
Quality of Technological Interactivity: Rates the degree and quality of the interactivity of that component.		2			
Quality of Instruction and Practice Exercises: Evaluates materials that contain exercises designed to provide an opportunity to practice and strengthen specific skills and knowledge. Has a hands on component.		2			
Opportunities for Deeper Learning: Think critically and solve complex problems; Work collaboratively; Communicate effectively; Learn how to learn; Reason abstractly; Construct viable arguments and critique the reasoning of others; Apply discrete knowledge and skills to real-world situations; Construct, use, or analyze models.		2			
User Friendly Format		2			
Appropriate for students with special needs and English learners			1		
OVER-ALL RATING OF TEXTBOOK	6	14	1	0	21

COMMENTS: (Use reverse side if necessary.)

3/18/20	simon constantinides	simon constantinides

LA CAÑADA UNIFIED SCHOOL DISTRICT

TEXTBOOK RATING FORM

School: LCHS 7/8 Grade Level: 8

Textbook: TCI (Author) Bring Science Alive (Title) Teachers Curriculum Institute (Publisher)

	3 Superior	2 Strong	1 Limited	0 Very Weak	Score
Degree of Alignment to Standards: Rate the degree in which the textbook aligns to the NGSS.		X			2
Three-Dimensional Learning: Rate the degree in which the textbook includes the phenomena/problems and the three dimensions (Science and Engineering Practices, Disciplinary Core Ideas, Cross Cutting Concepts).		X			2
Quality of Explanation of the Subject Matter: Rate how thoroughly the subject matter is explained or otherwise revealed in the textbook.		X			2
Utility of Materials Designed to Support Teaching: Evaluates the potential utility of an object at the intended grade level for the majority of instructors.			X		1
Quality of Assessments: Evaluates materials designed to determine what a student knows before, during, or after a topic is taught.			X		1
Quality of Technological Interactivity: Rates the degree and quality of the interactivity of that component.		X			2
Quality of Instruction and Practice Exercises: Evaluates materials that contain exercises designed to provide an opportunity to practice and strengthen specific skills and knowledge. Has a hands on component.			X		1
Opportunities for Deeper Learning: Think critically and solve complex problems; Work collaboratively; Communicate effectively; Learn how to learn; Reason abstractly; Construct viable arguments and critique the reasoning of others; Apply discrete knowledge and skills to real-world situations; Construct, use, or analyze models.		X			2
User Friendly Format		X			2
Appropriate for students with special needs and English learners			X		1
OVER-ALL RATING OF TEXTBOOK		X			16

COMMENTS: (Use reverse side if necessary.)

3/24/2020 (Date) *Andrew Arthur* (Signature) Andrew Arthur (Print Name)

LA CAÑADA UNIFIED SCHOOL DISTRICT

TEXTBOOK RATING FORM

School: LCHS 7/8 Grade Level: 7

Textbook: ____ (Author) Bring Science Alive (Title) Teachers Curriculum Institute (Publisher)

	3 Superior	2 Strong	1 Limited	0 Very Weak	Score
Degree of Alignment to Standards: Rate the degree in which the textbook aligns to the NGSS.		X			2
Three-Dimensional Learning: Rate the degree in which the textbook includes the phenomena/problems and the three dimensions (Science and Engineering Practices, Disciplinary Core Ideas, Cross Cutting Concepts).		X			2
Quality of Explanation of the Subject Matter: Rate how thoroughly the subject matter is explained or otherwise revealed in the textbook.			X		1
Utility of Materials Designed to Support Teaching: Evaluates the potential utility of an object at the intended grade level for the majority of instructors.		X			2
Quality of Assessments: Evaluates materials designed to determine what a student knows before, during, or after a topic is taught.		X			2
Quality of Technological Interactivity: Rates the degree and quality of the interactivity of that component.		X			2
Quality of Instruction and Practice Exercises: Evaluates materials that contain exercises designed to provide an opportunity to practice and strengthen specific skills and knowledge. Has a hands on component.			X		1
Opportunities for Deeper Learning: Think critically and solve complex problems; Work collaboratively; Communicate effectively; Learn how to learn; Reason abstractly; Construct viable arguments and critique the reasoning of others; Apply discrete knowledge and skills to real-world situations; Construct, use, or analyze models.			X		1
User Friendly Format	X				3
Appropriate for students with special needs and English learners		X			2
OVER-ALL RATING OF TEXTBOOK					15

COMMENTS: (Use reverse side if necessary.)

3/20/20 (Date) Merner (Signature) Merner (Print Name)

Science Textbook Rating Sheet

Name of Instructional Materials __STEMSCOPES_ Grade Level _8_ Reviewer Name A. ARTHUR

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

Key Features of Instructional Materials		Strong (3)	Adequate (2)	Weak (1)
SW1. Phenomena/Problems. Provide support and strategies for how to help students figure out/solve authentic and relevant anchor and investigative phenomena/problems using the three-dimensions.		X		
SW2. Three-dimensional Conceptual Framework. Provide support and strategies for how teachers	DCIs, SEPs, and CCCs		X	
• help students develop a conceptual framework of scientifically accurate understandings and abilities related to:	NoS and Engineering		X	
	EP&Cs		X	
• create a learning environment that values and leverages students' ideas, motivates learning, and helps students negotiate new meaning as they interact with others' ideas, new information, and new experiences.		X		
SW3. Prior Knowledge. Provide support and strategies to leverage students' prior knowledge and experiences to motivate learning.		X		

SW4. Metacognitive Abilities. Provide support and strategies for how to help students develop metacognitive abilities.		X	
SW5. Equitable Learning Opportunities. Provide support, strategies, and resources for how to ensure that ***all*** students, including those from non-dominant groups and with diverse learning needs, have access to the targeted learning goals and experiences.	X		
Key Features of Instructional Materials	**Strong (3)**	**Adequate (2)**	**Weak (1)**
SP1. Monitoring Three-Dimensional Learning and EP&Cs Integration. Provide support with a range of sample student responses and/or rubrics for interpreting evidence of student learning across the three dimensions and EP&Cs (where applicable) specific to the element of each dimension, and related to the phenomenon/problem that provides context for the student performance.		X	
SP2. Capturing Student Progress. The assessments within a unit include pre-, formative, summative, and self- or peer-assessment measures that assess three-dimensional learning, and these different types of measures are connected to one another to demonstrate student progress over time.	X		
SP3. Variety of Measures. Provide guidance and scoring tools for using a variety of measures matched to the targeted learning goals to help students monitor their progress toward learning goals and reflect on what they have learned, how they learn it, and how to use metacognition productively.		X	
SP4. Equitable Access. Provide support and strategies for ensuring that assessments are accessible to students from diverse backgrounds and with diverse learning needs.	X		
SP5. Use of Assessment. Provide guidance for using formative and summative assessments to monitor student progress over time. Examples include support for: capturing student growth; interpreting results; adjusting instruction and planning for future instruction; providing feedback to students; and prompting students to consider what and how they've learned.		X	
Key Features of Instructional Materials	**Strong (3)**	**Adequate (2)**	**Weak (1)**
TS1. Phenomena/Problems Driven Three-Dimensional Learning. Teacher materials provide background information about the phenomena included in the learning sequence, an explanation of the role of phenomena or problems in driving student learning and rationale for why the unit phenomena or problems were selected for the targeted DCIs, SEPs, CCCs, and EP&Cs (when applicable).		X	
TS2. Coherence. Teacher materials describe and provide a rationale for the conceptual framework and sequence of ideas, practices, and learning experiences in the learning sequences and across sequences, strategies for linking student experiences across lessons to ensure student sense-making and/or problem-solving focused on phenomena or problems is linked to learning across all three dimensions and connections to other science domains, nature of science, engineering, technology, and applications of science, math, ELA, and EP&Cs (when applicable).		X	
TS3. Effective Teaching. Teacher materials support the use of and provide a rationale and evidence of		X	

effectiveness for strategies that support students in learning through authentic and meaningful phenomena or design problems, student learning across the three dimensions and make student thinking visible; promote reasoning, sense-making, and problem-solving; challenge student thinking; and develop metacognitive abilities.			
TS4. Support for Students with Diverse Learning Needs. Teacher materials provide an array of strategies to support student access to the targeted learning goals, experiences, and performances. that help teachers differentiate instruction.	X		
TS5. Support to Monitor Student Progress. Materials provide support for teachers to monitor student learning and progress over time and make decisions about instruction and provide feedback to students.		X	
TS6. Quality of Technological Interactivity. Rates the degree and quality of the interactivity of that component. This is not a rating for technology in general, but for technological *interactivity*. The rubric does not apply to interaction between students, but rather to how the technology responds to the individual user.		X	
TS 7. User Friendly Format.	X		
TS 8. Appropriate for students with special needs and English learners.	X		
Total Points by Column:	33	34	0
Final Total Points:	67		

Strengths related to these instructional materials	Limitations related to these instructional materials
Teaching "Integrated NGSS" through disciplinary chapters. Variety of instructional material for teachers to pull from when designing a lesson flow for units. Unit assessments used question formats which were similar to the new CAST style of questions. Not all simple multiple choice, some drag and drop, pull down menu, ect. The textbook/reading is grade level appropriate and will support concept development for students with special needs and for those who English is a second language. A good mix of hands on classroom activities, online/digital simulations or manipulating data set tasks, and group discussions. Incorporates CERs in curriculum.	The textbook, although accessible to all, is a bit limited to our highest performing students. Many editing errors in the student workbook and textbook.

Science Textbook Rating Sheet

Name of Instructional Materials _____STEMscopes_____ Grade Level _8____ Reviewer Name ____Constantinides_____

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

Key Features of Instructional Materials		Strong (3)	Adequate (2)	Weak (1)
SW1. Phenomena/Problems. Provide support and strategies for how to help students figure out/solve authentic and relevant anchor and investigative phenomena/problems using the three-dimensions.			x	
SW2. Three-dimensional Conceptual Framework. Provide support and strategies for how teachers	DCIs, SEPs, and CCCs		x	
• help students develop a conceptual framework of scientifically accurate understandings and abilities related to:	NoS and Engineering		x	
	EP&Cs	x		
• create a learning environment that values and leverages students' ideas, motivates learning, and helps students negotiate new meaning as they interact with others' ideas, new information, and new experiences.		x		
SW3. Prior Knowledge. Provide support and strategies to leverage students' prior knowledge and		x		

experiences to motivate learning.			
SW4. Metacognitive Abilities. Provide support and strategies for how to help students develop metacognitive abilities.	x		
SW5. Equitable Learning Opportunities. Provide support, strategies, and resources for how to ensure that ***all*** students, including those from non-dominant groups and with diverse learning needs, have access to the targeted learning goals and experiences.		x	
Key Features of Instructional Materials	**Strong (3)**	**Adequate (2)**	**Weak (1)**
SP1. Monitoring Three-Dimensional Learning and EP&Cs Integration. Provide support with a range of sample student responses and/or rubrics for interpreting evidence of student learning across the three dimensions and EP&Cs (where applicable) specific to the element of each dimension, and related to the phenomenon/problem that provides context for the student performance.		x	
SP2. Capturing Student Progress. The assessments within a unit include pre-, formative, summative, and self- or peer-assessment measures that assess three-dimensional learning, and these different types of measures are connected to one another to demonstrate student progress over time.		x	
SP3. Variety of Measures. Provide guidance and scoring tools for using a variety of measures matched to the targeted learning goals to help students monitor their progress toward learning goals and reflect on what they have learned, how they learn it, and how to use metacognition productively.		x	
SP4. Equitable Access. Provide support and strategies for ensuring that assessments are accessible to students from diverse backgrounds and with diverse learning needs.	x		
SP5. Use of Assessment. Provide guidance for using formative and summative assessments to monitor student progress over time. Examples include support for: capturing student growth; interpreting results; adjusting instruction and planning for future instruction; providing feedback to students; and prompting students to consider what and how they've learned.	x		
Key Features of Instructional Materials	**Strong (3)**	**Adequate (2)**	**Weak (1)**
TS1. Phenomena/Problems Driven Three-Dimensional Learning. Teacher materials provide background information about the phenomena included in the learning sequence, an explanation of the role of phenomena or problems in driving student learning and rationale for why the unit phenomena or problems were selected for the targeted DCIs, SEPs, CCCs, and EP&Cs (when applicable).		x	
TS2. Coherence. Teacher materials describe and provide a rationale for the conceptual framework and sequence of ideas, practices, and learning experiences in the learning sequences and across sequences, strategies for linking student experiences across lessons to ensure student sense-making and/or problem-solving focused on phenomena or problems is linked to learning across all three dimensions and connections to other science domains, nature of science, engineering, technology, and applications of science, math, ELA, and EP&Cs (when applicable).		x	

TS3. Effective Teaching. Teacher materials support the use of and provide a rationale and evidence of effectiveness for strategies that support students in learning through authentic and meaningful phenomena or design problems, student learning across the three dimensions and make student thinking visible; promote reasoning, sense-making, and problem-solving; challenge student thinking; and develop metacognitive abilities.	x		
TS4. Support for Students with Diverse Learning Needs. Teacher materials provide an array of strategies to support student access to the targeted learning goals, experiences, and performances. that help teachers differentiate instruction.		x	
TS5. Support to Monitor Student Progress. Materials provide support for teachers to monitor student learning and progress over time and make decisions about instruction and provide feedback to students.	x		
TS6. Quality of Technological Interactivity. Rates the degree and quality of the interactivity of that component. This is not a rating for technology in general, but for technological *interactivity*. The rubric does not apply to interaction between students, but rather to how the technology responds to the individual user.	x		
TS 7. User Friendly Format.	x		
TS 8. Appropriate for students with special needs and English learners.	x		
Total Points by Column:	54	20	0
Final Total Points:	74		

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

Science Textbook Rating Sheet

Name of Instructional Materials STEMscopes Grade Level ____7_ Reviewer Name _____Werner, Christine_____

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

Key Features of Instructional Materials		Strong (3)	Adequate (2)	Weak (1)
SW1. Phenomena/Problems. Provide support and strategies for how to help students figure out/solve authentic and relevant anchor and investigative phenomena/problems using the three-dimensions.			x	
SW2. Three-dimensional Conceptual Framework. Provide support and strategies for how teachers	DCIs, SEPs, and CCCs	x		
• help students develop a conceptual framework of scientifically accurate understandings and abilities related to:	NoS and Engineering	x		
	EP&Cs			
• create a learning environment that values and leverages students' ideas, motivates learning, and helps students negotiate new meaning as they interact with others' ideas, new information, and new experiences.		x		
SW3. Prior Knowledge. Provide support and strategies to leverage students' prior knowledge and experiences to motivate learning.			x	

SW4. Metacognitive Abilities. Provide support and strategies for how to help students develop metacognitive abilities.	x		
SW5. Equitable Learning Opportunities. Provide support, strategies, and resources for how to ensure that ***all*** students, including those from non-dominant groups and with diverse learning needs, have access to the targeted learning goals and experiences.	x		
Key Features of Instructional Materials	**Strong (3)**	**Adequate (2)**	**Weak (1)**
SP1. Monitoring Three-Dimensional Learning and EP&Cs Integration. Provide support with a range of sample student responses and/or rubrics for interpreting evidence of student learning across the three dimensions and EP&Cs (where applicable) specific to the element of each dimension, and related to the phenomenon/problem that provides context for the student performance.		x	
SP2. Capturing Student Progress. The assessments within a unit include pre-, formative, summative, and self- or peer-assessment measures that assess three-dimensional learning, and these different types of measures are connected to one another to demonstrate student progress over time.		x	
SP3. Variety of Measures. Provide guidance and scoring tools for using a variety of measures matched to the targeted learning goals to help students monitor their progress toward learning goals and reflect on what they have learned, how they learn it, and how to use metacognition productively.		x	
SP4. Equitable Access. Provide support and strategies for ensuring that assessments are accessible to students from diverse backgrounds and with diverse learning needs.	x		
SP5. Use of Assessment. Provide guidance for using formative and summative assessments to monitor student progress over time. Examples include support for: capturing student growth; interpreting results; adjusting instruction and planning for future instruction; providing feedback to students; and prompting students to consider what and how they've learned.		x	
Key Features of Instructional Materials	**Strong (3)**	**Adequate (2)**	**Weak (1)**
TS1. Phenomena/Problems Driven Three-Dimensional Learning. Teacher materials provide background information about the phenomena included in the learning sequence, an explanation of the role of phenomena or problems in driving student learning and rationale for why the unit phenomena or problems were selected for the targeted DCIs, SEPs, CCCs, and EP&Cs (when applicable).	x		
TS2. Coherence. Teacher materials describe and provide a rationale for the conceptual framework and sequence of ideas, practices, and learning experiences in the learning sequences and across sequences, strategies for linking student experiences across lessons to ensure student sense-making and/or problem-solving focused on phenomena or problems is linked to learning across all three dimensions and connections to other science domains, nature of science, engineering, technology, and applications of science, math, ELA, and EP&Cs (when applicable).	x		

TS3. Effective Teaching. Teacher materials support the use of and provide a rationale and evidence of effectiveness for strategies that support students in learning through authentic and meaningful phenomena or design problems, student learning across the three dimensions and make student thinking visible; promote reasoning, sense-making, and problem-solving; challenge student thinking; and develop metacognitive abilities.	x		
TS4. Support for Students with Diverse Learning Needs. Teacher materials provide an array of strategies to support student access to the targeted learning goals, experiences, and performances. that help teachers differentiate instruction.		x	
TS5. Support to Monitor Student Progress. Materials provide support for teachers to monitor student learning and progress over time and make decisions about instruction and provide feedback to students.	x		
TS6. Quality of Technological Interactivity. Rates the degree and quality of the interactivity of that component. This is not a rating for technology in general, but for technological *interactivity*. The rubric does not apply to interaction between students, but rather to how the technology responds to the individual user.		x	
TS 7. User Friendly Format.		x	
TS 8. Appropriate for students with special needs and English learners.		x	
Total Points by Column:	42	24	1
Final Total Points:	67		

Strengths related to these instructional materials	Limitations related to these instructional materials
Flow of material is good, easy to grab lesson ideas and activities. Options within each of the 5e model parts.	Some of the material seems to be very superficial and then an activity may require much greater depth of understanding. The test options and questions seem limited.

Science Textbook Rating Sheet

Name of Instructional Materials _____Accelerate Learning STEMscopes_____ Grade Level __7__ Reviewer Name ___Mary Yu____

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

Key Features of Instructional Materials		Strong (3)	Adequate (2)	Weak (1)
SW1. Phenomena/Problems. Provide support and strategies for how to help students figure out/solve authentic and relevant anchor and investigative phenomena/problems using the three-dimensions.			X	
SW2. Three-dimensional Conceptual Framework. Provide support and strategies for how teachers	DCIs, SEPs, and CCCs		X	
• help students develop a conceptual framework of scientifically accurate understandings and abilities related to:	NoS and Engineering		X	
	EP&Cs		X	
• create a learning environment that values and leverages students' ideas, motivates learning, and helps students negotiate new meaning as they interact with others' ideas, new information, and new experiences.			X	
SW3. Prior Knowledge. Provide support and strategies to leverage students' prior knowledge and experiences to motivate learning.		X		

SW4. Metacognitive Abilities. Provide support and strategies for how to help students develop metacognitive abilities.		X	
SW5. Equitable Learning Opportunities. Provide support, strategies, and resources for how to ensure that ***all*** students, including those from non-dominant groups and with diverse learning needs, have access to the targeted learning goals and experiences.		X	
Key Features of Instructional Materials	**Strong (3)**	**Adequate (2)**	**Weak (1)**
SP1. Monitoring Three-Dimensional Learning and EP&Cs Integration. Provide support with a range of sample student responses and/or rubrics for interpreting evidence of student learning across the three dimensions and EP&Cs (where applicable) specific to the element of each dimension, and related to the phenomenon/problem that provides context for the student performance.		X	
SP2. Capturing Student Progress. The assessments within a unit include pre-, formative, summative, and self- or peer-assessment measures that assess three-dimensional learning, and these different types of measures are connected to one another to demonstrate student progress over time.		X	
SP3. Variety of Measures. Provide guidance and scoring tools for using a variety of measures matched to the targeted learning goals to help students monitor their progress toward learning goals and reflect on what they have learned, how they learn it, and how to use metacognition productively.		X	
SP4. Equitable Access. Provide support and strategies for ensuring that assessments are accessible to students from diverse backgrounds and with diverse learning needs.		X	
SP5. Use of Assessment. Provide guidance for using formative and summative assessments to monitor student progress over time. Examples include support for: capturing student growth; interpreting results; adjusting instruction and planning for future instruction; providing feedback to students; and prompting students to consider what and how they've learned.		X	
Key Features of Instructional Materials	**Strong (3)**	**Adequate (2)**	**Weak (1)**
TS1. Phenomena/Problems Driven Three-Dimensional Learning. Teacher materials provide background information about the phenomena included in the learning sequence, an explanation of the role of phenomena or problems in driving student learning and rationale for why the unit phenomena or problems were selected for the targeted DCIs, SEPs, CCCs, and EP&Cs (when applicable).	X		
TS2. Coherence. Teacher materials describe and provide a rationale for the conceptual framework and sequence of ideas, practices, and learning experiences in the learning sequences and across sequences, strategies for linking student experiences across lessons to ensure student sense-making and/or problem-solving focused on phenomena or problems is linked to learning across all three dimensions and connections to other science domains, nature of science, engineering, technology, and applications of science, math, ELA, and EP&Cs (when applicable).	X		
TS3. Effective Teaching. Teacher materials support the use of and provide a rationale and evidence of		X	

effectiveness for strategies that support students in learning through authentic and meaningful phenomena or design problems, student learning across the three dimensions and make student thinking visible; promote reasoning, sense-making, and problem-solving; challenge student thinking; and develop metacognitive abilities.			
TS4. Support for Students with Diverse Learning Needs. Teacher materials provide an array of strategies to support student access to the targeted learning goals, experiences, and performances. that help teachers differentiate instruction.		X	
TS5. Support to Monitor Student Progress. Materials provide support for teachers to monitor student learning and progress over time and make decisions about instruction and provide feedback to students.		X	
TS6. Quality of Technological Interactivity. Rates the degree and quality of the interactivity of that component. This is not a rating for technology in general, but for technological *interactivity*. The rubric does not apply to interaction between students, but rather to how the technology responds to the individual user.	X		
TS 7. User Friendly Format.		X	
TS 8. Appropriate for students with special needs and English learners.		X	
Total Points by Column:	15	44	1
Final Total Points:	60		

Strengths related to these instructional materials	Limitations related to these instructional materials
- Variety of instructional materials to choose from - Various hands-on activities and online simulation labs available per section/scope - Focus on inquiry, independent practice, and constructing arguments using scientific evidence - User friendly - Engaging for students and appropriate for their grade level - Responsive customer service team over the phone (called for help during the school closure for clarification and technology help)	- Hardcover textbook lacks detail in the reading passages - Repetitive information in various sections - Assessments include content not covered during lessons/text - Some errors in the answer key online

LA CAÑADA UNIFIED SCHOOL DISTRICT

TEXTBOOK RATING FORM

School: LCHS 7/8 Grade Level: 8

Textbook: _____ (Author) Stemscopes CA NGSS 3D (Title) Stemscopes (Publisher)

	3 Superior	2 Strong	1 Limited	0 Very Weak	Score
Degree of Alignment to Standards: Rate the degree in which the textbook aligns to the NGSS.		X			2
Three-Dimensional Learning: Rate the degree in which the textbook includes the phenomena/problems and the three dimensions (Science and Engineering Practices, Disciplinary Core Ideas, Cross Cutting Concepts).		X			2
Quality of Explanation of the Subject Matter: Rate how thoroughly the subject matter is explained or otherwise revealed in the textbook.		X			2
Utility of Materials Designed to Support Teaching: Evaluates the potential utility of an object at the intended grade level for the majority of instructors.		X			2
Quality of Assessments: Evaluates materials designed to determine what a student knows before, during, or after a topic is taught.	X				3
Quality of Technological Interactivity: Rates the degree and quality of the interactivity of that component.		X			2
Quality of Instruction and Practice Exercises: Evaluates materials that contain exercises designed to provide an opportunity to practice and strengthen specific skills and knowledge. Has a hands on component.		X			2
Opportunities for Deeper Learning: Think critically and solve complex problems; Work collaboratively; Communicate effectively; Learn how to learn; Reason abstractly; Construct viable arguments and critique the reasoning of others; Apply discrete knowledge and skills to real-world situations; Construct, use, or analyze models.		X			2
User Friendly Format		X			2
Appropriate for students with special needs and English learners		X			2
OVER-ALL RATING OF TEXTBOOK		X			21

COMMENTS: (Use reverse side if necessary.)

3/24/2020 *Andrew Arthur* Andrew Arthur

Date Signature Print Name

LA CAÑADA UNIFIED SCHOOL DISTRICT

TEXTBOOK RATING FORM

School:	LCHS 7/8	Grade Level:	8
Textbook:	STEMscopes		
	Author	Title	Publisher

	3 Superior	2 Strong	1 Limited	0 Very Weak	Score
Degree of Alignment to Standards: Rate the degree in which the textbook aligns to the NGSS.	3				3
Three-Dimensional Learning: Rate the degree in which the textbook includes the phenomena/problems and the three dimensions (Science and Engineering Practices, Disciplinary Core Ideas, Cross Cutting Concepts).		2			2
Quality of Explanation of the Subject Matter: Rate how thoroughly the subject matter is explained or otherwise revealed in the textbook.		2			2
Utility of Materials Designed to Support Teaching: Evaluates the potential utility of an object at the intended grade level for the majority of instructors.	3				3
Quality of Assessments: Evaluates materials designed to determine what a student knows before, during, or after a topic is taught.		2			2
Quality of Technological Interactivity: Rates the degree and quality of the interactivity of that component.		2			2
Quality of Instruction and Practice Exercises: Evaluates materials that contain exercises designed to provide an opportunity to practice and strengthen specific skills and knowledge. Has a hands on component.		2			2
Opportunities for Deeper Learning: Think critically and solve complex problems; Work collaboratively; Communicate effectively; Learn how to learn; Reason abstractly; Construct viable arguments and critique the reasoning of others; Apply discrete knowledge and skills to real-world situations; Construct, use, or analyze models.		2			2
User Friendly Format		2			2
Appropriate for students with special needs and English learners	3				3
OVER-ALL RATING OF TEXTBOOK	9	14	0	0	23

COMMENTS: (Use reverse side if necessary.)

Date	Signature	Print Name

LA CAÑADA UNIFIED SCHOOL DISTRICT

TEXTBOOK RATING FORM

School: L.C. Grade Level: 7.

Textbook: _____ (Author) Stemscopes (Title) _____ (Publisher)

	3 Superior	2 Strong	1 Limited	0 Very Weak	Score
Degree of Alignment to Standards: Rate the degree in which the textbook aligns to the NGSS.		X			2
Three-Dimensional Learning: Rate the degree in which the textbook includes the phenomena/problems and the three dimensions (Science and Engineering Practices, Disciplinary Core Ideas, Cross Cutting Concepts).		X			2
Quality of Explanation of the Subject Matter: Rate how thoroughly the subject matter is explained or otherwise revealed in the textbook.			X		1
Utility of Materials Designed to Support Teaching: Evaluates the potential utility of an object at the intended grade level for the majority of instructors.			X		1
Quality of Assessments: Evaluates materials designed to determine what a student knows before, during, or after a topic is taught.			X		1
Quality of Technological Interactivity: Rates the degree and quality of the interactivity of that component.			X		1
Quality of Instruction and Practice Exercises: Evaluates materials that contain exercises designed to provide an opportunity to practice and strengthen specific skills and knowledge. Has a hands on component.			X		1
Opportunities for Deeper Learning: Think critically and solve complex problems; Work collaboratively; Communicate effectively; Learn how to learn; Reason abstractly; Construct viable arguments and critique the reasoning of others; Apply discrete knowledge and skills to real-world situations; Construct, use, or analyze models.			X		1
User Friendly Format			X		1
Appropriate for students with special needs and English learners		X			2
OVER-ALL RATING OF TEXTBOOK					13

COMMENTS: (Use reverse side if necessary.)

3/22/22 _____ (Date) _____ (Signature) CWerner (Print Name)

LA CAÑADA UNIFIED SCHOOL DISTRICT

TEXTBOOK RATING FORM

School:	La Canada High School 7/8	Grade Level:	7

Textbook:	Stemscopes	Stemscopedia	Accelerate Learning
	Author	Title	Publisher

	3 Superior	2 Strong	1 Limited	0 Very Weak	Score
Degree of Alignment to Standards: Rate the degree in which the textbook aligns to the NGSS.		X			2
Three-Dimensional Learning: Rate the degree in which the textbook includes the phenomena/problems and the three dimensions (Science and Engineering Practices, Disciplinary Core Ideas, Cross Cutting Concepts).		X			2
Quality of Explanation of the Subject Matter: Rate how thoroughly the subject matter is explained or otherwise revealed in the textbook.			X		1
Utility of Materials Designed to Support Teaching: Evaluates the potential utility of an object at the intended grade level for the majority of instructors.		X			2
Quality of Assessments: Evaluates materials designed to determine what a student knows before, during, or after a topic is taught.	X				3
Quality of Technological Interactivity: Rates the degree and quality of the interactivity of that component.		X			2
Quality of Instruction and Practice Exercises: Evaluates materials that contain exercises designed to provide an opportunity to practice and strengthen specific skills and knowledge. Has a hands on component.	X				3
Opportunities for Deeper Learning: Think critically and solve complex problems; Work collaboratively; Communicate effectively; Learn how to learn; Reason abstractly; Construct viable arguments and critique the reasoning of others; Apply discrete knowledge and skills to real-world situations; Construct, use, or analyze models.		X			2
User Friendly Format		X			2
Appropriate for students with special needs and English learners		X			2
OVER-ALL RATING OF TEXTBOOK		X			23 total

COMMENTS: (Use reverse side if necessary.)

Date	Signature	Print Name
03/19/2020	Mary Yu	Mary Yu

Parent Input Form for 7/8 Science Textbook Adoption

Dear Parent,

Thank you for your interest in Science textbook adoption process. We appreciate your time to review instructional materials and provide input to the staff. Your input is important to us and will be shared with the committee prior to making the final recommendation for adoption.

Educators look for the following features to rate textbooks for quality: Degree of alignment to NGSS standards, explanation of the subject matter, materials to support teaching, assessments, technological interactivity, practice and homework exercises, user-friendly format, appropriateness for students with special needs and English Language Learners, etc.

Please rank the textbooks below marking the one you liked the most as #1 to the least as #4 and write any comments you may have. If you are unable to review these materials digitally, you may review the hard copy of the materials at the District office on January 25th from 4:00 p.m. - 8:00 p.m. or January 28 from 8:00 a.m.-4:00 p.m.

X Houghton Mifflin Harcourt Publishing Company (6-8)
1 Teachers' Curriculum Institute (6-8)
X Delta Education (6-8)
X STEMscopes CA NGSS 3D

X = Unsuitable.

Name: Sugi Sorensen Child's grade level: 7th

Comments:

Of the four curricula listed above, only the TCI "Bring Science Alive!" seems adequate. Delta Education FOSS and STEMscopes have consumable student resource journals, ~~but not textbooks. The student journals do not go into adequate depth on topics. FOSS~~ contained scientific errors. HMH's "Science Dimensions California" is a mess organizationally -- there appear to be too many different resources, there are too ~~many non-scientific distractions in the activities and texts, and quality of writing was poo~~r. Salient science content was missing as well. Lastly, HMH's Teacher's Guide seems so complicated and time consuming that it would be burdensome on teachers and I suspect ~~it will not be used much. STEMscopes, though several of its anchor phenomena~~ and activities are engaging, seems the worst of the lot on the whole. Given the CA Dept of Education's NGSS-aligned textbook adoption list was just published on 11/09/18, plus most of these curricula are new, and none seems great, I advise not adopting any of them and waiting another year. EdReports plans to have an evaluation of NGSS-aligned science curricula released in the near future (see: https://www.edreports.org/resources/article/keeping-the-promise-of-science-education)

Parent Input Form for 7/8 Science Textbook Adoption

Dear Parent,

Thank you for your interest in Science textbook adoption process. We appreciate your time to review instructional materials and provide input to the staff. Your input is important to us and will be shared with the committee prior to making the final recommendation for adoption.

Educators look for the following features to rate textbooks for quality: Degree of alignment to NGSS standards, explanation of the subject matter, materials to support teaching, assessments, technological interactivity, practice and homework exercises, user-friendly format, appropriateness for students with special needs and English Language Learners, etc.

Please rank the textbooks below marking the one you liked the most as #1 to the least as #4 and write any comments you may have. If you are unable to review these materials digitally, you may review the hard copy of the materials at the District office on January 25th from 4:00 p.m. - 8:00 p.m. or January 28 from 8:00 a.m.-4:00 p.m.

#4 Houghton Mifflin Harcourt Publishing Company (6-8)
#1 ✓ Teachers' Curriculum Institute (6-8)
#2 Delta Education (6-8)
#3 STEMscopes CA NGSS 3D

Name: _____ Child's grade level: ~~6th~~, ~~7th~~, 8th

Comments:
Good organization and content throughout each section.

Parent Input Form for 7/8 Science Textbook Adoption

Dear Parent,

Thank you for your interest in Science textbook adoption process. We appreciate your time to review instructional materials and provide input to the staff. Your input is important to us and will be shared with the committee prior to making the final recommendation for adoption.

Educators look for the following features to rate textbooks for quality: Degree of alignment to NGSS standards, explanation of the subject matter, materials to support teaching, assessments, technological interactivity, practice and homework exercises, user-friendly format, appropriateness for students with special needs and English Language Learners, etc.

Please rank the textbooks below marking the one you liked the most as #1 to the least as #4 and write any comments you may have. If you are unable to review these materials digitally, you may review the hard copy of the materials at the District office on January 25th from 4:00 p.m. - 8:00 p.m. or January 28 from 8:00 a.m.-4:00 p.m.

2 Houghton Mifflin Harcourt Publishing Company (6-8) CA Dimensions
1 Teachers' Curriculum Institute (6-8)
3 Delta Education (6-8) - Foss
4 STEMscopes CA NGSS 3D

Name: Phuong Tran Child's grade level: 7

Comments:

Very helpful to have opportunity for review.
Thank you!

Parent Input Form for 7/8 Science Textbook Adoption

Dear Parent,

Thank you for your interest in Science textbook adoption process. We appreciate your time to review instructional materials and provide input to the staff. Your input is important to us and will be shared with the committee prior to making the final recommendation for adoption.

Educators look for the following features to rate textbooks for quality: Degree of alignment to NGSS standards, explanation of the subject matter, materials to support teaching, assessments, technological interactivity, practice and homework exercises, user-friendly format, appropriateness for students with special needs and English Language Learners, etc.

Please rank the textbooks below marking the one you liked the most as #1 to the least as #4 and write any comments you may have. If you are unable to review these materials digitally, you may review the hard copy of the materials at the District office on January 25th from 4:00 p.m. - 8:00 p.m. or January 28 from 8:00 a.m.-4:00 p.m.

2 Houghton Mifflin Harcourt Publishing Company (6-8)
1 Teachers' Curriculum Institute (6-8)
~~3~~4 Delta Education (6-8)
~~3~~4 STEMscopes CA NGSS 3D

Name: Jennifer Rocca Child's grade level: 7

Comments:
- Delta & STEMscopes have pervasive inaccuracies that make them unacceptable choices.
- TCI Science Alive! was good. Best of the choices
- HMH was a little obtuse. Not easy to learn or teach.

Parent Input Form for 7/8 Science Textbook Adoption

Dear Parent,

Thank you for your interest in Science textbook adoption process. We appreciate your time to review instructional materials and provide input to the staff. Your input is important to us and will be shared with the committee prior to making the final recommendation for adoption.

Educators look for the following features to rate textbooks for quality: Degree of alignment to NGSS standards, explanation of the subject matter, materials to support teaching, assessments, technological interactivity, practice and homework exercises, user-friendly format, appropriateness for students with special needs and English Language Learners, etc.

Please rank the textbooks below marking the one you liked the most as #1 to the least as #4 and write any comments you may have. If you are unable to review these materials digitally, you may review the hard copy of the materials at the District office on January 25th from 4:00 p.m. - 8:00 p.m. or January 28 from 8:00 a.m.-4:00 p.m.

2 Houghton Mifflin Harcourt Publishing Company (6-8)
1 Teachers' Curriculum Institute (6-8)
4 Delta Education (6-8)
3 STEMscopes CA NGSS 3D

Name: Matt Rocca Child's grade level: 7

Comments:

Parent Input Form for 7/8 Science Textbook Adoption

Dear Parent,

Thank you for your interest in Science textbook adoption process. We appreciate your time to review instructional materials and provide input to the staff. Your input is important to us and will be shared with the committee prior to making the final recommendation for adoption.

Educators look for the following features to rate textbooks for quality: Degree of alignment to NGSS standards, explanation of the subject matter, materials to support teaching, assessments, technological interactivity, practice and homework exercises, user-friendly format, appropriateness for students with special needs and English Language Learners, etc.

Please rank the textbooks below marking the one you liked the most as #1 to the least as #4 and write any comments you may have. If you are unable to review these materials digitally, you may review the hard copy of the materials at the District office on January 25th from 4:00 p.m. - 8:00 p.m. or January 28 from 8:00 a.m.-4:00 p.m.

4 Houghton Mifflin Harcourt Publishing Company (6-8)
1 Teachers' Curriculum Institute (6-8)
4 Delta Education (6-8)
4 STEMscopes CA NGSS 3D

Name: Belinda Randolph Child's grade level: n.a.

Comments:

TCI was the closest to a real textbook. I believe textbooks are critical for the struggling student that requires outside-the-classroom assistance. For example, my child would get stuck on a concept taught in school but did not understand it well enough to successfully explain which topic he needed help with. I learned to have my son bring home his textbook, and show me the relevant page. Then I was able to identify the topic and why he was confused. I fear that w/o a textbook, more students will become confused and frustrated, as my own son often did.

(see back).

Parent Input Form for 7/8 Science Textbook Adoption

Dear Parent,

Thank you for your interest in Science textbook adoption process. We appreciate your time to review instructional materials and provide input to the staff. Your input is important to us and will be shared with the committee prior to making the final recommendation for adoption.

Educators look for the following features to rate textbooks for quality: Degree of alignment to NGSS standards, explanation of the subject matter, materials to support teaching, assessments, technological interactivity, practice and homework exercises, user-friendly format, appropriateness for students with special needs and English Language Learners, etc.

Please rank the textbooks below marking the one you liked the most as #1 to the least as #4 and write any comments you may have. If you are unable to review these materials digitally, you may review the hard copy of the materials at the District office on January 25th from 4:00 p.m. - 8:00 p.m. or January 28 from 8:00 a.m.-4:00 p.m.

__4__ Houghton Mifflin Harcourt Publishing Company (6-8)
__1__ Teachers' Curriculum Institute (6-8)
__3__ Delta Education (6-8)
__2__ STEMscopes CA NGSS 3D

Name: Pin Chen Child's grade level:___7___

Comments:
The **TCI** program explains scientific topics pedagogically, starting with discussions of familiar, relevant phenomena and progressing to core material. It offers plenty of illustrations that elucidate the scientific concepts. It strikes a good balance between inetersting examples/background and rigorous core material.
STEMScope is the most concise of the four programs. It provides good explanations of scientific concepts in a rigorous manner. However, the print quality is less attractive/glossy, and I wonder if some students might find this program a bit dry.
FOSS gives great weight to historical discussions. Although such discussions do provide interesting background, the disproportionate amount probably drowns out the core scientific material.
I rank **HMH** the lowest because its explanations of concepts are terse and not pedagogical.

Parent Input Form for 7/8 Science Textbook Adoption

Dear Parent,

Thank you for your interest in Science textbook adoption process. We appreciate your time to review instructional materials and provide input to the staff. Your input is important to us and will be shared with the committee prior to making the final recommendation for adoption.

Educators look for the following features to rate textbooks for quality: Degree of alignment to NGSS standards, explanation of the subject matter, materials to support teaching, assessments, technological interactivity, practice and homework exercises, user-friendly format, appropriateness for students with special needs and English Language Learners, etc.

Please rank the textbooks below marking the one you liked the most as #1 to the least as #4 and write any comments you may have. If you are unable to review these materials digitally, you may review the hard copy of the materials at the District office on January 25th from 4:00 p.m. - 8:00 p.m. or January 28 from 8:00 a.m.-4:00 p.m.

4 Houghton Mifflin Harcourt Publishing Company (6-8)
1 Teachers' Curriculum Institute (6-8)
2 Delta Education (6-8) (FOSS Next Gen.)
3 STEMscopes CA NGSS 3D

Name: TRINA CHEN Child's grade level: 7

Comments:
I liked the TCI materials much more than the other options. It offered the best blend of qualitative and quantitative analysis.
It is most important to me that the students have a TEXTBOOK.

filled out the 7/8 form has elementary school children

Parent Input Form for 7/8 Science Textbook Adoption

Dear Parent,

Thank you for your interest in Science textbook adoption process. We appreciate your time to review instructional materials and provide input to the staff. Your input is important to us and will be shared with the committee prior to making the final recommendation for adoption.

Please rank the textbooks below marking the one you liked the most as #1 to the least as #4 and write any comments you may have. If you are unable to review these materials digitally, you may review the hard copy of the materials at the District office on January 25th from 4:00 p.m. - 8:00 p.m. or January 28 from 8:00 a.m.-4:00 p.m.

_3___Houghton Mifflin Harcourt Publishing Company (6-8)
_1 - BEST___Teachers' Curriculum Institute (6-8)
_2___Delta Education (6-8)
_4___STEMscopes CA NGSS 3D

Name: _____Joshua Gottheim_____ Child's grade level:__3___

Comments:

My twins are in 3rd grade and will be using these materials in 3-4 years.

I reviewed all four sets of instructional materials at the District Office on 1/28/19. The TCI textbooks provided a rich and thorough presentation of the material with far more depth and substance than the other publishers. The HMH and Delta/FOSS materials were a distant second in depth and richness of science content. Stemscopes was weakest in science content and seemed more focused on worksheet writing exercises than on learning about science.

From my experience over the past five years coaching LCUSD kids (Grades 4-8) in after-school Science Olympiad programs, I believe that most kids are naturally curious and want to learn interesting science facts and explanations about our natural environment and the larger universe. While it's a great idea to integrate some writing exercises with learning about science, many students (especially among our high-performing LCUSD student population) will lose interest if the science is too watered-down and writing exercises become a plodding chore involving little scientific content.

See also this commentary made recently (on these Grade 7/8 NGSS materials) by JPL Engineer and LCUSD parent Sugi Sorensen:

"At least two of the finalist curricula are constructivist science curricula where students and the lessons are 'inquiry based' and students are expected to 'construct' their own meanings based on observation, and their prior understanding and experience. Most learning is done in groups or at minimum with a partner and teachers do not teach new knowledge, they guide students in coming to understandings themselves or in their group. While this pedagogy works well with science labs or in other knowledge domains, it is extremely inefficient and fraught with peril when used as the primary method for teaching science. This is because most scientific principles are non-intuitive and attempting to derive principles or universal laws based on mere observation are either over simplified or erroneous. Consider how mankind held to the Ptolemaic view of our solar system (i.e. the Earth is the center of the Universe) or the Aristotelean explanation of falling objects (i.e. heavier objects fall faster than lighter objects) for thousands of years. As to whether constructivism as an educational theory is effective, I suggest you read 'Why Minimal Guidance During Instruction Does Not Work: An Analysis of the Failure of Constructivist, Discovery, Problem-Based, Experiential, and Inquiry-Based Teaching' by Paul A. Kirschner, John Sweller, & Richard E. Clark, Educational Psychologist, Volume 41:2, 2006. [https://www.tandfonline.com/doi/pdf/10.1207/s15326985ep4102_1]"

Thank you. --Joshua Gottheim, LCUSD Parent