Science Textbook Rating Sheet

Materials Forensic Science Advanced. Brown & Davenport   Grade Level 9-12   Reviewer Name Ewoldsen

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

Key Features of Instructional Materials	Strong (3)	Adequate (2)	Weak (1)
SW1. Phenomena/Problems. Provide support and strategies for how to help students figure out/solve authentic and relevant anchor and investigative phenomena/problems using the three-dimensions.	3		
SW2. Three-dimensional Conceptual Framework. Provide support and strategies for how teachers DCIs, SEPs, and CCCs	3		
• help students develop a conceptual framework of scientifically NoS and Engineering		2	

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	Strong (3)	Adequate (2)	Weak (1)
accurate understandings and abilities related to: EP&Cs		2	
• create a learning environment that values and leverages students' ideas, motivates learning, and helps students negotiate new meaning as they interact with others' ideas, new information, and new experiences.			1
SW3. Prior Knowledge. Provide support and strategies to leverage students' prior knowledge and experiences to motivate learning.	3		
SW4. Metacognitive Abilities. Provide support and strategies for how to help students develop metacognitive abilities.	3		
SW5. Equitable Learning Opportunities. Provide support, strategies, and resources for how to ensure that *all* students, including those from non-dominant groups and with diverse learning needs, have access to the targeted learning goals and experiences.		2	
Key Features of Instructional Materials	**Strong (3)**	**Adequate (2)**	**Weak (1)**
SP1. Monitoring Three-Dimensional Learning and EP&Cs Integration. Provide support with a range of sample student responses and/or rubrics for interpreting evidence of student learning across the three dimensions and EP&Cs (where applicable) specific to the element of each dimension, and related to the phenomenon/problem that provides context for the student performance.		2	
SP2. Capturing Student Progress. The assessments within a unit include pre-, formative, summative, and self- or peer-assessment measures that assess three-dimensional learning, and these different type of measures are connected to one another to demonstrate student progress over time.		2	
SP3. Variety of Measures. Provide guidance and scoring tools for using a variety of measures matched to the targeted learning goals to help students monitor their progress toward learning goals and reflect on what they have learned, how they learn it, and how to use metacognition productively.		2	
SP4. Equitable Access. Provide support and strategies for ensuring that assessments are accessible to students from diverse backgrounds and with diverse learning needs.		2	
SP5. Use of Assessment. Provide guidance for using formative and summative assessments to monitor student progress over time. Examples include support for: capturing student growth; interpreting results; adjusting instruction and planning for future instruction; providing feedback to students; and prompting students to consider what and how they've learned.		2	
Key Features of Instructional Materials	**Strong (3)**	**Adequate (2)**	**Weak (1)**

TS1. Phenomena/Problems Driven Three-Dimensional Learning. Teacher materials provide background information about the phenomena included in the learning sequence, an explanation of the role of phenomena or problems in driving student learning and rationale for why the unit phenomena or problems were selected for the targeted DCIs, SEPs, CCCs, and EP&Cs (when applicable).	3		
TS2. Coherence. Teacher materials describe and provide a rationale for the conceptual framework and sequence of ideas, practices, and learning experiences in the learning sequences and across sequences, strategies for linking student experiences across lessons to ensure student sense-making and/or problem-solving focused on phenomena or problems is linked to learning across all three dimensions and connections to other science domains, nature of science, engineering, technology, and applications of science, math, ELA, and EP&Cs (when applicable).	3		
TS3. Effective Teaching. Teacher materials support the use of and provide a rationale and evidence of effectiveness for strategies that support students in learning through authentic and meaningful phenomena or design problems, student learning across the three dimensions and make student thinking visible; promote reasoning, sense-making, and problem-solving; challenge student thinking; and develop metacognitive abilities.	3		
TS4. Support for Students with Diverse Learning Needs. Teacher materials provide an array of strategies to support student access to the targeted learning goals, experiences, and performances. that help teachers differentiate instruction.	3		
TS5. Support to Monitor Student Progress. Materials provide support for teachers to monitor student learning and progress over time and make decisions about instruction and provide feedback to students.		2	
TS6. Quality of Technological Interactivity. Rates the degree and quality of the interactivity of that component. This is not a rating for technology in general, but for technological *interactivity*. The rubric does not apply to interaction between students, but rather to how the technology responds to the individual user.			1
TS 7. User Friendly Format.	3		
TS 8. Appropriate for students with special needs and English learners.		2	
Total Points by Column:	30	30	3
Final Total Points:	63		

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Strengths related to these instructional materials	Limitations related to these instructional materials
-Each unit begins with a phenomena that is explored during the lesson -Fantastic depth and breadth of content -Useful and extensive figures and diagrams -While not labeled as such, discussion and use of SEP and CCC are weaved throughout -Useful end chapter reviews for students -Extensive lessons and labs for student and teacher use -User friendly format. Identification of key terms. -Appropriately leveled for high school and every type of learner	-Online functionality is limited

Science Textbook Rating Sheet

Name of Instructional Materials ____Forensic Science Advanced. Brown & Davenport__ Grade Level __9-12___

Reviewer Name _____Ryan Hainey_____

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

Key Features of Instructional Materials	Strong (3)	Adequate (2)	Weak (1)
SW1. Phenomena/Problems. Provide support and strategies for how to help students figure out/solve authentic and relevant anchor and investigative phenomena/problems using the three-dimensions.	3		
SW2. Three-dimensional Conceptual Framework. Provide support and strategies for how teachers DCIs, SEPs, and CCCs		2	

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Key Features of Instructional Materials		Strong (3)	Adequate (2)	Weak (1)
• help students develop a conceptual framework of scientifically accurate understandings and abilities related to:	NoS and Engineering		2	
	EP&Cs		2	
• create a learning environment that values and leverages students' ideas, motivates learning, and helps students negotiate new meaning as they interact with others' ideas, new information, and new experiences.				1
SW3. Prior Knowledge. Provide support and strategies to leverage students' prior knowledge and experiences to motivate learning.		3		
SW4. Metacognitive Abilities. Provide support and strategies for how to help students develop metacognitive abilities.			2	
SW5. Equitable Learning Opportunities. Provide support, strategies, and resources for how to ensure that *all* students, including those from non-dominant groups and with diverse learning needs, have access to the targeted learning goals and experiences.		3		

Key Features of Instructional Materials	Strong (3)	Adequate (2)	Weak (1)
SP1. Monitoring Three-Dimensional Learning and EP&Cs Integration. Provide support with a range of sample student responses and/or rubrics for interpreting evidence of student learning across the three dimensions and EP&Cs (where applicable) specific to the element of each dimension, and related to the phenomenon/problem that provides context for the student performance.		2	
SP2. Capturing Student Progress. The assessments within a unit include pre-, formative, summative, and self- or peer-assessment measures that assess three-dimensional learning, and these different type of measures are connected to one another to demonstrate student progress over time.		2	
SP3. Variety of Measures. Provide guidance and scoring tools for using a variety of measures matched to the targeted learning goals to help students monitor their progress toward learning goals and reflect on what they have learned, how they learn it, and how to use metacognition productively.	3		
SP4. Equitable Access. Provide support and strategies for ensuring that assessments are accessible to students from diverse backgrounds and with diverse learning needs.		2	
SP5. Use of Assessment. Provide guidance for using formative and summative assessments to monitor student progress over time. Examples include support for: capturing student growth; interpreting results; adjusting instruction and planning for future instruction; providing feedback to students; and prompting students to consider what and how they've learned.		2	
Key Features of Instructional Materials	Strong	Adequate	Weak

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	(3)	(2)	(1)
TS1. Phenomena/Problems Driven Three-Dimensional Learning. Teacher materials provide background information about the phenomena included in the learning sequence, an explanation of the role of phenomena or problems in driving student learning and rationale for why the unit phenomena or problems were selected for the targeted DCIs, SEPs, CCCs, and EP&Cs (when applicable).	3		
TS2. Coherence. Teacher materials describe and provide a rationale for the conceptual framework and sequence of ideas, practices, and learning experiences in the learning sequences and across sequences, strategies for linking student experiences across lessons to ensure student sense-making and/or problem-solving focused on phenomena or problems is linked to learning across all three dimensions and connections to other science domains, nature of science, engineering, technology, and applications of science, math, ELA, and EP&Cs (when applicable).	3		
TS3. Effective Teaching. Teacher materials support the use of and provide a rationale and evidence of effectiveness for strategies that support students in learning through authentic and meaningful phenomena or design problems, student learning across the three dimensions and make student thinking visible; promote reasoning, sense-making, and problem-solving; challenge student thinking; and develop metacognitive abilities.		2	
TS4. Support for Students with Diverse Learning Needs. Teacher materials provide an array of strategies to support student access to the targeted learning goals, experiences, and performances. that help teachers differentiate instruction.		2	
TS5. Support to Monitor Student Progress. Materials provide support for teachers to monitor student learning and progress over time and make decisions about instruction and provide feedback to students.		2	
TS6. Quality of Technological Interactivity. Rates the degree and quality of the interactivity of that component. This is not a rating for technology in general, but for technological *interactivity*. The rubric does not apply to interaction between students, but rather to how the technology responds to the individual user.			1
TS 7. User Friendly Format.	3		
TS 8. Appropriate for students with special needs and English learners.		2	
Total Points by Column:	30	30	3

Final Total Points:	63

Strengths related to these instructional materials	Limitations related to these instructional materials
-Each unit begins with a phenomena that is explored during the lesson -Fantastic depth and breadth of content -Useful and extensive figures and diagrams -While not labeled as such, discussion and use of SEP and CCC are weaved throughout -Useful end chapter reviews for students -Extensive lessons and labs for student and teacher use -User friendly format. Identification of key terms. -Appropriately leveled for high school and every type of learner	-Online functionality is limited -This book is designed to be the follow up the the fundamental book by the same authors. Cannot be used on its own. Is more appropriate for a forensic II class.

Science Textbook Rating Sheet

Name of Instructional Materials ____Forensic Science Fundamentals. Bertino__ Grade Level __9-12___

Reviewer Name _____Ryan Hainey_____

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

Key Features of Instructional Materials	Strong (3)	Adequate (2)	Weak (1)
SW1. Phenomena/Problems. Provide support and strategies for how to help students figure out/solve authentic and relevant anchor and investigative phenomena/problems using the three-dimensions.	3		
SW2. Three-dimensional Conceptual Framework. Provide support and strategies for how teachers DCIs, SEPs, and CCCs		2	

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Key Features of Instructional Materials	Strong (3)	Adequate (2)	Weak (1)
• help students develop a conceptual framework of scientifically accurate understandings and abilities related to: NoS and Engineering		2	
EP&Cs		2	
• create a learning environment that values and leverages students' ideas, motivates learning, and helps students negotiate new meaning as they interact with others' ideas, new information, and new experiences.			1
SW3. Prior Knowledge. Provide support and strategies to leverage students' prior knowledge and experiences to motivate learning.	3		
SW4. Metacognitive Abilities. Provide support and strategies for how to help students develop metacognitive abilities.		2	
SW5. Equitable Learning Opportunities. Provide support, strategies, and resources for how to ensure that *all* students, including those from non-dominant groups and with diverse learning needs, have access to the targeted learning goals and experiences.	3		

Key Features of Instructional Materials	Strong (3)	Adequate (2)	Weak (1)
SP1. Monitoring Three-Dimensional Learning and EP&Cs Integration. Provide support with a range of sample student responses and/or rubrics for interpreting evidence of student learning across the three dimensions and EP&Cs (where applicable) specific to the element of each dimension, and related to the phenomenon/problem that provides context for the student performance.		2	
SP2. Capturing Student Progress. The assessments within a unit include pre-, formative, summative, and self- or peer-assessment measures that assess three-dimensional learning, and these different type of measures are connected to one another to demonstrate student progress over time.		2	
SP3. Variety of Measures. Provide guidance and scoring tools for using a variety of measures matched to the targeted learning goals to help students monitor their progress toward learning goals and reflect on what they have learned, how they learn it, and how to use metacognition productively.	3		
SP4. Equitable Access. Provide support and strategies for ensuring that assessments are accessible to students from diverse backgrounds and with diverse learning needs.		2	
SP5. Use of Assessment. Provide guidance for using formative and summative assessments to monitor student progress over time. Examples include support for: capturing student growth; interpreting results; adjusting instruction and planning for future instruction; providing feedback to students; and prompting students to consider what and how they've learned.		2	
Key Features of Instructional Materials	**Strong**	**Adequate**	**Weak**

	(3)	(2)	(1)
TS1. Phenomena/Problems Driven Three-Dimensional Learning. Teacher materials provide background information about the phenomena included in the learning sequence, an explanation of the role of phenomena or problems in driving student learning and rationale for why the unit phenomena or problems were selected for the targeted DCIs, SEPs, CCCs, and EP&Cs (when applicable).	3		
TS2. Coherence. Teacher materials describe and provide a rationale for the conceptual framework and sequence of ideas, practices, and learning experiences in the learning sequences and across sequences, strategies for linking student experiences across lessons to ensure student sense-making and/or problem-solving focused on phenomena or problems is linked to learning across all three dimensions and connections to other science domains, nature of science, engineering, technology, and applications of science, math, ELA, and EP&Cs (when applicable).	3		
TS3. Effective Teaching. Teacher materials support the use of and provide a rationale and evidence of effectiveness for strategies that support students in learning through authentic and meaningful phenomena or design problems, student learning across the three dimensions and make student thinking visible; promote reasoning, sense-making, and problem-solving; challenge student thinking; and develop metacognitive abilities.		2	
TS4. Support for Students with Diverse Learning Needs. Teacher materials provide an array of strategies to support student access to the targeted learning goals, experiences, and performances. that help teachers differentiate instruction.		2	
TS5. Support to Monitor Student Progress. Materials provide support for teachers to monitor student learning and progress over time and make decisions about instruction and provide feedback to students.		2	
TS6. Quality of Technological Interactivity. Rates the degree and quality of the interactivity of that component. This is not a rating for technology in general, but for technological *interactivity*. The rubric does not apply to interaction between students, but rather to how the technology responds to the individual user.			1
TS 7. User Friendly Format.	3		
TS 8. Appropriate for students with special needs and English learners.		2	
Total Points by Column:	30	30	3

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Final Total Points:	63

Strengths related to these instructional materials	Limitations related to these instructional materials
-Each unit begins with a phenomena that is explored during the lesson -Fantastic depth and breadth of content -Useful and extensive figures and diagrams -While not labeled as such, discussion and use of SEP and CCC are weaved throughout -Useful end chapter reviews for students -Extensive lessons and labs for student and teacher use -User friendly format. Identification of key terms. -Appropriately leveled for high school and every type of learner	-Online functionality is limited -Class is spread across two books. This and the advanced book

Science Textbook Rating Sheet

Name of Instructional Materials ____Forensic Science Fundamentals. Bertino__ Grade Level __9-12___

Reviewer Name _____Mark Ewoldsen_____

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

Key Features of Instructional Materials	Strong (3)	Adequate (2)	Weak (1)
SW1. Phenomena/Problems. Provide support and strategies for how to help students figure out/solve authentic and relevant anchor and investigative phenomena/problems using the three-dimensions.	3		
SW2. Three-dimensional Conceptual Framework. Provide support and strategies for how teachers DCIs, SEPs, and CCCs		2	

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Key Features of Instructional Materials	Strong (3)	Adequate (2)	Weak (1)
• help students develop a conceptual framework of scientifically accurate understandings and abilities related to: NoS and Engineering		2	
EP&Cs	3		
• create a learning environment that values and leverages students' ideas, motivates learning, and helps students negotiate new meaning as they interact with others' ideas, new information, and new experiences.		2	
SW3. Prior Knowledge. Provide support and strategies to leverage students' prior knowledge and experiences to motivate learning.	3		
SW4. Metacognitive Abilities. Provide support and strategies for how to help students develop metacognitive abilities.		2	
SW5. Equitable Learning Opportunities. Provide support, strategies, and resources for how to ensure that *all* students, including those from non-dominant groups and with diverse learning needs, have access to the targeted learning goals and experiences.	3		
Key Features of Instructional Materials	**Strong (3)**	**Adequate (2)**	**Weak (1)**
SP1. Monitoring Three-Dimensional Learning and EP&Cs Integration. Provide support with a range of sample student responses and/or rubrics for interpreting evidence of student learning across the three dimensions and EP&Cs (where applicable) specific to the element of each dimension, and related to the phenomenon/problem that provides context for the student performance.		2	
SP2. Capturing Student Progress. The assessments within a unit include pre-, formative, summative, and self- or peer-assessment measures that assess three-dimensional learning, and these different type of measures are connected to one another to demonstrate student progress over time.		2	
SP3. Variety of Measures. Provide guidance and scoring tools for using a variety of measures matched to the targeted learning goals to help students monitor their progress toward learning goals and reflect on what they have learned, how they learn it, and how to use metacognition productively.		2	
SP4. Equitable Access. Provide support and strategies for ensuring that assessments are accessible to students from diverse backgrounds and with diverse learning needs.		2	
SP5. Use of Assessment. Provide guidance for using formative and summative assessments to monitor student progress over time. Examples include support for: capturing student growth; interpreting results; adjusting instruction and planning for future instruction; providing feedback to students; and prompting students to consider what and how they've learned.		2	
Key Features of Instructional Materials	**Strong**	**Adequate**	**Weak**

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	(3)	(2)	(1)
TS1. Phenomena/Problems Driven Three-Dimensional Learning. Teacher materials provide background information about the phenomena included in the learning sequence, an explanation of the role of phenomena or problems in driving student learning and rationale for why the unit phenomena or problems were selected for the targeted DCIs, SEPs, CCCs, and EP&Cs (when applicable).	3		
TS2. Coherence. Teacher materials describe and provide a rationale for the conceptual framework and sequence of ideas, practices, and learning experiences in the learning sequences and across sequences, strategies for linking student experiences across lessons to ensure student sense-making and/or problem-solving focused on phenomena or problems is linked to learning across all three dimensions and connections to other science domains, nature of science, engineering, technology, and applications of science, math, ELA, and EP&Cs (when applicable).	3		
TS3. Effective Teaching. Teacher materials support the use of and provide a rationale and evidence of effectiveness for strategies that support students in learning through authentic and meaningful phenomena or design problems, student learning across the three dimensions and make student thinking visible; promote reasoning, sense-making, and problem-solving; challenge student thinking; and develop metacognitive abilities.		2	
TS4. Support for Students with Diverse Learning Needs. Teacher materials provide an array of strategies to support student access to the targeted learning goals, experiences, and performances. that help teachers differentiate instruction.		2	
TS5. Support to Monitor Student Progress. Materials provide support for teachers to monitor student learning and progress over time and make decisions about instruction and provide feedback to students.		2	
TS6. Quality of Technological Interactivity. Rates the degree and quality of the interactivity of that component. This is not a rating for technology in general, but for technological *interactivity*. The rubric does not apply to interaction between students, but rather to how the technology responds to the individual user.		2	
TS 7. User Friendly Format.	3		
TS 8. Appropriate for students with special needs and English learners.		2	
Total Points by Column:	33	30	2

Final Total Points:	65

Strengths related to these instructional materials	Limitations related to these instructional materials
-Each unit begins with a phenomena that is explored during the lesson -Fantastic depth and breadth of content -Useful and extensive figures and diagrams -While not labeled as such, discussion and use of SEP and CCC are weaved throughout -Useful end chapter reviews for students -Extensive lessons and labs for student and teacher use -User friendly format. Identification of key terms. -Appropriately leveled for high school and every type of learner	-Online functionality is limited

Science Textbook Rating Sheet

Name of Instructional Materials __Criminalistics. An Introduction to Forensic Science__ Grade Level 9-12___

Reviewer Name ___Ryan Hainey____

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

Key Features of Instructional Materials		Strong (3)	Adequate (2)	Weak (1)
SW1. Phenomena/Problems. Provide support and strategies for how to help students figure out/solve authentic and relevant anchor and investigative phenomena/problems using the three-dimensions.			2	
SW2. Three-dimensional Conceptual Framework. Provide support and strategies for how teachers	DCIs, SEPs, and CCCs			1

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		Strong (3)	Adequate (2)	Weak (1)
• help students develop a conceptual framework of scientifically accurate understandings and abilities related to:	NoS and Engineering			
	EP&Cs			1
• create a learning environment that values and leverages students' ideas, motivates learning, and helps students negotiate new meaning as they interact with others' ideas, new information, and new experiences.				1
SW3. Prior Knowledge. Provide support and strategies to leverage students' prior knowledge and experiences to motivate learning.			2	
SW4. Metacognitive Abilities. Provide support and strategies for how to help students develop metacognitive abilities.			2	
SW5. Equitable Learning Opportunities. Provide support, strategies, and resources for how to ensure that *all* students, including those from non-dominant groups and with diverse learning needs, have access to the targeted learning goals and experiences.				1

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.			1
SP2. Capturing Student Progress. The assessments within a unit include pre-, formative, summative, and self- or peer-assessment measures that assess three-dimensional learning, and these different type of measures are connected to one another to demonstrate student progress over time.		2	
SP3. Variety of Measures. Provide guidance and scoring tools for using a variety of measures matched to the targeted learning goals to help students monitor their progress toward learning goals and reflect on what they have learned, how they learn it, and how to use metacognition productively.		2	
SP4. Equitable Access. Provide support and strategies for ensuring that assessments are accessible to students from diverse backgrounds and with diverse learning needs.			1
SP5. Use of Assessment. Provide guidance for using formative and summative assessments to monitor student progress over time. Examples include support for: capturing student growth; interpreting results; adjusting instruction and planning for future instruction; providing feedback to students; and prompting students to consider what and how they've learned.		2	

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Key Features of Instructional Materials	Strong (3)	Adequate (2)	Weak (1)
TS1. Phenomena/Problems Driven Three-Dimensional Learning. Teacher materials provide background information about the phenomena included in the learning sequence, an explanation of the role of phenomena or problems in driving student learning and rationale for why the unit phenomena or problems were selected for the targeted DCIs, SEPs, CCCs, and EP&Cs (when applicable).			1
TS2. Coherence. Teacher materials describe and provide a rationale for the conceptual framework and sequence of ideas, practices, and learning experiences in the learning sequences and across sequences, strategies for linking student experiences across lessons to ensure student sense-making and/or problem-solving focused on phenomena or problems is linked to learning across all three dimensions and connections to other science domains, nature of science, engineering, technology, and applications of science, math, ELA, and EP&Cs (when applicable).		2	
TS3. Effective Teaching. Teacher materials support the use of and provide a rationale and evidence of effectiveness for strategies that support students in learning through authentic and meaningful phenomena or design problems, student learning across the three dimensions and make student thinking visible; promote reasoning, sense-making, and problem-solving; challenge student thinking; and develop metacognitive abilities.		2	
TS4. Support for Students with Diverse Learning Needs. Teacher materials provide an array of strategies to support student access to the targeted learning goals, experiences, and performances. that help teachers differentiate instruction.			1
TS5. Support to Monitor Student Progress. Materials provide support for teachers to monitor student learning and progress over time and make decisions about instruction and provide feedback to students.		2	
TS6. Quality of Technological Interactivity. Rates the degree and quality of the interactivity of that component. This is not a rating for technology in general, but for technological *interactivity*. The rubric does not apply to interaction between students, but rather to how the technology responds to the individual user.			1
TS 7. User Friendly Format.		2	

TS 8. Appropriate for students with special needs and English learners.			1
Total Points by Column:	3	24	14
Final Total Points:	41		

Strengths related to these instructional materials	Limitations related to these instructional materials
- Extensive review materials and questions for students to self assess learning - Great depth and breadth of content - Key terms are identified for each chapter - Case studies open each unit providing a phenomena	- Little to no integration of SEP and CCC - Very few images and diagrams - Very difficult texts for struggling students, sped students, and EL - No lab/assignment support for teachers

Science Textbook Rating Sheet

Name of Instructional Materials __Criminalistics. An Introduction to Forensic Science__ Grade Level 9-12____

Reviewer Name ___Mark Ewoldsen____

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

Key Features of Instructional Materials		Strong (3)	Adequate (2)	Weak (1)
SW1. Phenomena/Problems. Provide support and strategies for how to help students figure out/solve authentic and relevant anchor and investigative phenomena/problems using the three-dimensions.			2	
SW2. Three-dimensional Conceptual Framework. Provide support and strategies for how teachers	DCIs, SEPs, and CCCs		2	

Key Features of Instructional Materials	Strong (3)	Adequate (2)	Weak (1)
• help students develop a conceptual framework of scientifically accurate understandings and abilities related to: NoS and Engineering			
EP&Cs			1
• create a learning environment that values and leverages students' ideas, motivates learning, and helps students negotiate new meaning as they interact with others' ideas, new information, and new experiences.			1
SW3. Prior Knowledge. Provide support and strategies to leverage students' prior knowledge and experiences to motivate learning.		2	
SW4. Metacognitive Abilities. Provide support and strategies for how to help students develop metacognitive abilities.		2	
SW5. Equitable Learning Opportunities. Provide support, strategies, and resources for how to ensure that *all* students, including those from non-dominant groups and with diverse learning needs, have access to the targeted learning goals and experiences.			1

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.			1
SP2. Capturing Student Progress. The assessments within a unit include pre-, formative, summative, and self- or peer-assessment measures that assess three-dimensional learning, and these different types of measures are connected to one another to demonstrate student progress over time.		2	
SP3. Variety of Measures. Provide guidance and scoring tools for using a variety of measures matched to the targeted learning goals to help students monitor their progress toward learning goals and reflect on what they have learned, how they learn it, and how to use metacognition productively.			1
SP4. Equitable Access. Provide support and strategies for ensuring that assessments are accessible to students from diverse backgrounds and with diverse learning needs.			1
SP5. Use of Assessment. Provide guidance for using formative and summative assessments to monitor student progress over time. Examples include support for: capturing student growth; interpreting results; adjusting instruction and planning for future instruction; providing feedback to students; and prompting students to consider what and how they've learned.		2	

Key Features of Instructional Materials	Strong (3)	Adequate (2)	Weak (1)
TS1. Phenomena/Problems Driven Three-Dimensional Learning. Teacher materials provide background information about the phenomena included in the learning sequence, an explanation of the role of phenomena or problems in driving student learning and rationale for why the unit phenomena or problems were selected for the targeted DCIs, SEPs, CCCs, and EP&Cs (when applicable).			1
TS2. Coherence. Teacher materials describe and provide a rationale for the conceptual framework and sequence of ideas, practices, and learning experiences in the learning sequences and across sequences, strategies for linking student experiences across lessons to ensure student sense-making and/or problem-solving focused on phenomena or problems is linked to learning across all three dimensions and connections to other science domains, nature of science, engineering, technology, and applications of science, math, ELA, and EP&Cs (when applicable).		2	
TS3. Effective Teaching. Teacher materials support the use of and provide a rationale and evidence of effectiveness for strategies that support students in learning through authentic and meaningful phenomena or design problems, student learning across the three dimensions and make student thinking visible; promote reasoning, sense-making, and problem-solving; challenge student thinking; and develop metacognitive abilities.			1
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.			1
TS5. Support to Monitor Student Progress. Materials provide support for teachers to monitor student learning and progress over time and make decisions about instruction and provide feedback to students.		2	
TS6. Quality of Technological Interactivity. Rates the degree and quality of the interactivity of that component. This is not a rating for technology in general, but for technological *interactivity*. The rubric does not apply to interaction between students, but rather to how the technology responds to the individual user.			1
TS 7. User Friendly Format.		2	

TS 8. Appropriate for students with special needs and English learners.			1
Total Points by Column:		24	15
Final Total Points:		39	

Strengths related to these instructional materials	Limitations related to these instructional materials
- Extensive review materials and questions for students to self assess learning - Great depth and breadth of content - Key terms are identified for each chapter - Case studies open each unit providing a phenomena	- Little to no integration of SEP and CCC - Very few images and diagrams - Very difficult texts for struggling students, sped students, and EL - No lab/assignment support for teachers

Science Textbook Rating Sheet

Name of Instructional Materials _Forensic Science: An Introduction by Richard Saferstein_ Grade Level _9-12____

Reviewer Name _____Mark Ewoldsen_____

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

Key Features of Instructional Materials	Strong (3)	Adequate (2)	Weak (1)
SW1. Phenomena/Problems. Provide support and strategies for how to help students figure out/solve authentic and relevant anchor and investigative phenomena/problems using the three-dimensions.		2	
SW2. Three-dimensional Conceptual Framework. Provide support and strategies for how teachers DCIs, SEPs, and CCCs		2	

Key Features of Instructional Materials	Strong (3)	Adequate (2)	Weak (1)
• help students develop a conceptual framework of scientifically accurate understandings and abilities related to: NoS and Engineering			1
EP&Cs			1
• create a learning environment that values and leverages students' ideas, motivates learning, and helps students negotiate new meaning as they interact with others' ideas, new information, and new experiences.			1
SW3. Prior Knowledge. Provide support and strategies to leverage students' prior knowledge and experiences to motivate learning.		2	
SW4. Metacognitive Abilities. Provide support and strategies for how to help students develop metacognitive abilities.			1
SW5. Equitable Learning Opportunities. Provide support, strategies, and resources for how to ensure that *all* students, including those from non-dominant groups and with diverse learning needs, have access to the targeted learning goals and experiences.		2	
Key Features of Instructional Materials	**Strong (3)**	**Adequate (2)**	**Weak (1)**
SP1. Monitoring Three-Dimensional Learning and EP&Cs Integration. Provide support with a range of sample student responses and/or rubrics for interpreting evidence of student learning across the three dimensions and EP&Cs (where applicable) specific to the element of each dimension, and related to the phenomenon/problem that provides context for the student performance.		2	
SP2. Capturing Student Progress. The assessments within a unit include pre-, formative, summative, and self- or peer-assessment measures that assess three-dimensional learning, and these different type of measures are connected to one another to demonstrate student progress over time.		2	
SP3. Variety of Measures. Provide guidance and scoring tools for using a variety of measures matched to the targeted learning goals to help students monitor their progress toward learning goals and reflect on what they have learned, how they learn it, and how to use metacognition productively.		2	
SP4. Equitable Access. Provide support and strategies for ensuring that assessments are accessible to students from diverse backgrounds and with diverse learning needs.		2	
SP5. Use of Assessment. Provide guidance for using formative and summative assessments to monitor student progress over time. Examples include support for: capturing student growth; interpreting results; adjusting instruction and planning for future instruction; providing feedback to students; and prompting students to consider what and how they've learned.		2	
Key Features of Instructional Materials	**Strong**	**Adequate**	**Weak**

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	(3)	(2)	(1)
TS1. Phenomena/Problems Driven Three-Dimensional Learning. Teacher materials provide background information about the phenomena included in the learning sequence, an explanation of the role of phenomena or problems in driving student learning and rationale for why the unit phenomena or problems were selected for the targeted DCIs, SEPs, CCCs, and EP&Cs (when applicable).		2	
TS2. Coherence. Teacher materials describe and provide a rationale for the conceptual framework and sequence of ideas, practices, and learning experiences in the learning sequences and across sequences, strategies for linking student experiences across lessons to ensure student sense-making and/or problem-solving focused on phenomena or problems is linked to learning across all three dimensions and connections to other science domains, nature of science, engineering, technology, and applications of science, math, ELA, and EP&Cs (when applicable).		2	
TS3. Effective Teaching. Teacher materials support the use of and provide a rationale and evidence of effectiveness for strategies that support students in learning through authentic and meaningful phenomena or design problems, student learning across the three dimensions and make student thinking visible; promote reasoning, sense-making, and problem-solving; challenge student thinking; and develop metacognitive abilities.		2	
TS4. Support for Students with Diverse Learning Needs. Teacher materials provide an array of strategies to support student access to the targeted learning goals, experiences, and performances. that help teachers differentiate instruction.		2	
TS5. Support to Monitor Student Progress. Materials provide support for teachers to monitor student learning and progress over time and make decisions about instruction and provide feedback to students.		2	
TS6. Quality of Technological Interactivity. Rates the degree and quality of the interactivity of that component. This is not a rating for technology in general, but for technological *interactivity*. The rubric does not apply to interaction between students, but rather to how the technology responds to the individual user.		2	
TS 7. User Friendly Format.		2	
TS 8. Appropriate for students with special needs and English learners.		2	
Total Points by Column:	3	42	6

Final Total Points:	51

Strengths related to these instructional materials	Limitations related to these instructional materials
-Wide breadth and depth of content covered	-Little to no exposure to SEP
-Includes contemporary domains such as cyber forensics	-Very limited review questions
-Has review questions, though limited in number and scope	-Long and lengthy text portions
-Outlines learning objectives and key vocab	-Not the best for struggling learners
-Each section has a phenomena	

Science Textbook Rating Sheet

Name of Instructional Materials _Forensic Science: An Introduction by Richard Saferstein_ Grade Level _9-12_____

Reviewer Name _____Ryan Hainey_____

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

Key Features of Instructional Materials		Strong (3)	Adequate (2)	Weak (1)
SW1. Phenomena/Problems. Provide support and strategies for how to help students figure out/solve authentic and relevant anchor and investigative phenomena/problems using the three-dimensions.			2	
SW2. Three-dimensional Conceptual Framework. Provide support and strategies for how teachers	DCIs, SEPs, and CCCs		2	

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		Strong (3)	Adequate (2)	Weak (1)
- help students develop a conceptual framework of scientifically accurate understandings and abilities related to:	NoS and Engineering			1
	EP&Cs			1
- create a learning environment that values and leverages students' ideas, motivates learning, and helps students negotiate new meaning as they interact with others' ideas, new information, and new experiences.				1
SW3. Prior Knowledge. Provide support and strategies to leverage students' prior knowledge and experiences to motivate learning.			2	
SW4. Metacognitive Abilities. Provide support and strategies for how to help students develop metacognitive abilities.			2	
SW5. Equitable Learning Opportunities. Provide support, strategies, and resources for how to ensure that *all* students, including those from non-dominant groups and with diverse learning needs, have access to the targeted learning goals and experiences.			2	

Key Features of Instructional Materials	Strong (3)	Adequate (2)	Weak (1)
SP1. Monitoring Three-Dimensional Learning and EP&Cs Integration. Provide support with a range of sample student responses and/or rubrics for interpreting evidence of student learning across the three dimensions and EP&Cs (where applicable) specific to the element of each dimension, and related to the phenomenon/problem that provides context for the student performance.		2	
SP2. Capturing Student Progress. The assessments within a unit include pre-, formative, summative, and self- or peer-assessment measures that assess three-dimensional learning, and these different type of measures are connected to one another to demonstrate student progress over time.		2	
SP3. Variety of Measures. Provide guidance and scoring tools for using a variety of measures matched to the targeted learning goals to help students monitor their progress toward learning goals and reflect on what they have learned, how they learn it, and how to use metacognition productively.		2	
SP4. Equitable Access. Provide support and strategies for ensuring that assessments are accessible to students from diverse backgrounds and with diverse learning needs.		2	
SP5. Use of Assessment. Provide guidance for using formative and summative assessments to monitor student progress over time. Examples include support for: capturing student growth; interpreting results; adjusting instruction and planning for future instruction; providing feedback to students; and prompting students to consider what and how they've learned.		2	
Key Features of Instructional Materials	**Strong**	**Adequate**	**Weak**

	(3)	(2)	(1)
TS1. Phenomena/Problems Driven Three-Dimensional Learning. Teacher materials provide background information about the phenomena included in the learning sequence, an explanation of the role of phenomena or problems in driving student learning and rationale for why the unit phenomena or problems were selected for the targeted DCIs, SEPs, CCCs, and EP&Cs (when applicable).		2	
TS2. Coherence. Teacher materials describe and provide a rationale for the conceptual framework and sequence of ideas, practices, and learning experiences in the learning sequences and across sequences, strategies for linking student experiences across lessons to ensure student sense-making and/or problem-solving focused on phenomena or problems is linked to learning across all three dimensions and connections to other science domains, nature of science, engineering, technology, and applications of science, math, ELA, and EP&Cs (when applicable).		2	
TS3. Effective Teaching. Teacher materials support the use of and provide a rationale and evidence of effectiveness for strategies that support students in learning through authentic and meaningful phenomena or design problems, student learning across the three dimensions and make student thinking visible; promote reasoning, sense-making, and problem-solving; challenge student thinking; and develop metacognitive abilities.		2	
TS4. Support for Students with Diverse Learning Needs. Teacher materials provide an array of strategies to support student access to the targeted learning goals, experiences, and performances. that help teachers differentiate instruction.		2	
TS5. Support to Monitor Student Progress. Materials provide support for teachers to monitor student learning and progress over time and make decisions about instruction and provide feedback to students.		2	
TS6. Quality of Technological Interactivity. Rates the degree and quality of the interactivity of that component. This is not a rating for technology in general, but for technological *interactivity*. The rubric does not apply to interaction between students, but rather to how the technology responds to the individual user.		2	
TS 7. User Friendly Format.		2	
TS 8. Appropriate for students with special needs and English learners.		2	
Total Points by Column:	6	40	6

Final Total Points:	52

Strengths related to these instructional materials	Limitations related to these instructional materials
-Wide breadth and depth of content covered -Includes contemporary domains such as cyber forensics -Has review questions, though limited in number and scope -Outlines learning objectives and key vocab -Each section has a phenomena	-Little to no exposure to SEP -Very limited review questions -Long and lengthy text portions -Not the best for struggling learners

Science Textbook Rating Sheet

Name of Instructional Materials: Forensic Science by Suzanne Bell_____ Grade Level _9-12____
Reviewer Name ____Mark Ewoldsen_____

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

Key Features of Instructional Materials	Strong (3)	Adequate (2)	Weak (1)
SW1. Phenomena/Problems. Provide support and strategies for how to help students figure out/solve authentic and relevant anchor and investigative phenomena/problems using the three-dimensions.			1
SW2. Three-dimensional Conceptual Framework. Provide support and strategies for how teachers DCIs, SEPs, and CCCs			1

Key Features of Instructional Materials	Strong (3)	Adequate (2)	Weak (1)
• help students develop a conceptual framework of scientifically accurate understandings and abilities related to: NoS and Engineering			1
EP&Cs			1
• create a learning environment that values and leverages students' ideas, motivates learning, and helps students negotiate new meaning as they interact with others' ideas, new information, and new experiences.			1
SW3. Prior Knowledge. Provide support and strategies to leverage students' prior knowledge and experiences to motivate learning.			1
SW4. Metacognitive Abilities. Provide support and strategies for how to help students develop metacognitive abilities.			1
SW5. Equitable Learning Opportunities. Provide support, strategies, and resources for how to ensure that *all* students, including those from non-dominant groups and with diverse learning needs, have access to the targeted learning goals and experiences.			1
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.			1
SP2. Capturing Student Progress. The assessments within a unit include pre-, formative, summative, and self- or peer-assessment measures that assess three-dimensional learning, and these different type of measures are connected to one another to demonstrate student progress over time.			1
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.			1
SP4. Equitable Access. Provide support and strategies for ensuring that assessments are accessible to students from diverse backgrounds and with diverse learning needs.			1
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.			1
Key Features of Instructional Materials	**Strong**	**Adequate**	**Weak**

	(3)	(2)	(1)
TS1. Phenomena/Problems Driven Three-Dimensional Learning. Teacher materials provide background information about the phenomena included in the learning sequence, an explanation of the role of phenomena or problems in driving student learning and rationale for why the unit phenomena or problems were selected for the targeted DCIs, SEPs, CCCs, and EP&Cs (when applicable).			1
TS2. Coherence. Teacher materials describe and provide a rationale for the conceptual framework and sequence of ideas, practices, and learning experiences in the learning sequences and across sequences, strategies for linking student experiences across lessons to ensure student sense-making and/or problem-solving focused on phenomena or problems is linked to learning across all three dimensions and connections to other science domains, nature of science, engineering, technology, and applications of science, math, ELA, and EP&Cs (when applicable).		2	
TS3. Effective Teaching. Teacher materials support the use of and provide a rationale and evidence of effectiveness for strategies that support students in learning through authentic and meaningful phenomena or design problems, student learning across the three dimensions and make student thinking visible; promote reasoning, sense-making, and problem-solving; challenge student thinking; and develop metacognitive abilities.			1
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.			1
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.			1
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.			1
TS 7. User Friendly Format.		2	
TS 8. Appropriate for students with special needs and English learners.			`
Total Points by Column:		6	24

Final Total Points:	30

Strengths related to these instructional materials	Limitations related to these instructional materials
-Wide depth and breadth of content, and science discipline areas, covered. -Identifies and builds upon common misconceptions in forensic science.	- No presence of SEP, CCC, engineering, or environmental principles - Little to no review questions - Text is dense and challenging for SPED and EL

Science Textbook Rating Sheet

Name of Instructional Materials: Forensic Science by Suzanne Bell_____ Grade Level _9-12____
Reviewer Name _____Ryan Hainey_____

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

Key Features of Instructional Materials		Strong (3)	Adequate (2)	Weak (1)
SW1. Phenomena/Problems. Provide support and strategies for how to help students figure out/solve authentic and relevant anchor and investigative phenomena/problems using the three-dimensions.				1
SW2. Three-dimensional Conceptual Framework. Provide support and strategies for how teachers	DCIs, SEPs, and CCCs			1

		Strong (3)	Adequate (2)	Weak (1)
• help students develop a conceptual framework of scientifically accurate understandings and abilities related to:	NoS and Engineering			1
	EP&Cs			1
• create a learning environment that values and leverages students' ideas, motivates learning, and helps students negotiate new meaning as they interact with others' ideas, new information, and new experiences.				1
SW3. Prior Knowledge. Provide support and strategies to leverage students' prior knowledge and experiences to motivate learning.				1
SW4. Metacognitive Abilities. Provide support and strategies for how to help students develop metacognitive abilities.				1
SW5. Equitable Learning Opportunities. Provide support, strategies, and resources for how to ensure that *all* students, including those from non-dominant groups and with diverse learning needs, have access to the targeted learning goals and experiences.				1

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.			1
SP2. Capturing Student Progress. The assessments within a unit include pre-, formative, summative, and self- or peer-assessment measures that assess three-dimensional learning, and these different type of measures are connected to one another to demonstrate student progress over time.			1
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.			1
SP4. Equitable Access. Provide support and strategies for ensuring that assessments are accessible to students from diverse backgrounds and with diverse learning needs.			1
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.			1
Key Features of Instructional Materials	**Strong**	**Adequate**	**Weak**

	(3)	(2)	(1)
TS1. Phenomena/Problems Driven Three-Dimensional Learning. Teacher materials provide background information about the phenomena included in the learning sequence, an explanation of the role of phenomena or problems in driving student learning and rationale for why the unit phenomena or problems were selected for the targeted DCIs, SEPs, CCCs, and EP&Cs (when applicable).			1
TS2. Coherence. Teacher materials describe and provide a rationale for the conceptual framework and sequence of ideas, practices, and learning experiences in the learning sequences and across sequences, strategies for linking student experiences across lessons to ensure student sense-making and/or problem-solving focused on phenomena or problems is linked to learning across all three dimensions and connections to other science domains, nature of science, engineering, technology, and applications of science, math, ELA, and EP&Cs (when applicable).		2	
TS3. Effective Teaching. Teacher materials support the use of and provide a rationale and evidence of effectiveness for strategies that support students in learning through authentic and meaningful phenomena or design problems, student learning across the three dimensions and make student thinking visible; promote reasoning, sense-making, and problem-solving; challenge student thinking; and develop metacognitive abilities.			1
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.			1
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.			1
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.			1
TS 7. User Friendly Format.		2	
TS 8. Appropriate for students with special needs and English learners.			`
Total Points by Column:	3	6	23

Final Total Points:	32

Strengths related to these instructional materials	Limitations related to these instructional materials
-Wide depth and breadth of content, and science discipline areas, covered. -Helpful and insightful images supporting text -Identifies and builds upon common misconceptions in forensic science.	- No presence of SEP, CCC, engineering, or environmental principles - Little to no review questions - Little to no digital support - Text is dense and challenging for SPED and EL