

Nevada Instructional Materials Review Process Science (Spring 2023) -- Cengage

Vendor Name: Cengage

Course Name: Biology

Grade Level; Core/Science: 9-12 Core

Status: **NOT RECOMMENDED**

Justification:

Cengage Biology meets all the rubric criteria and aligns with the Nevada Academic Content Standards for Science (NVACSS). However, this instructional material did not align with the criteria of accessibility, connections, being culturally centered, equity, and student voice.

Category 1 Rubric – Alignment to Standards					
Criteria	Metrics	Meets Expectations	Needs Improvement	Inadequate	Feedback
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	This IM covers all standards of the NVACSS with emphasis on PEs and DEIs supported by CCCs and SEPs.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	This IM provides expectation level evidence that is accurate, well-written, and grade-level appropriate.
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	This IM provides a clear, actionable, scope and sequence, and instructional pathways.
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	This IM provides educators with tools to foster deep academic discussions.
	B2. Materials help students think more critically about a topic.	2	1	0	This IM helps students think more critically about a topic. The Thinking Critically Questions go beyond the content and align to the NVACSS
	B3. Materials spark student dialogue and support further exploration.	2	1	0	This IM facilitates student dialogue and supports further exploration.
C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	This IM gives students many opportunities to engage in meaningful, authentic learning activities that reinforce course content.
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	This IM fosters creative, collaborative problem solving that builds college and career/workplace skills

C3. Materials are relevant to students' lives.	2	1	0	This IM covers subjects/topics that are relevant to students' lives.
OVERALL SCORE			18	

Category 2 Rubric – Alignment to Social Justice

Criteria	Metrics	Meets	Needs Improvement	Does not Meet	Feedback
A. Accessibility	Materials provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students’ strengths and needs.	2	1	0	Materials does provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input. However, this material needs to provide more student access via the presentation of the diversity of student cultures, languages, values, and customs.
B. Connections	Materials provide more than three real—life connections made or represented from a variety of cultures and life experiences.	2	1	0	Material provides life connections; however, they need to be more connected with the addressed content itself.
C. Culturally Centered	Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students’ background.	2	1	0	Materials provides at least ten varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, and values. However, they need to be more connected with the addressed content itself.
D. Equity	Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	1	0	Materials provides some discourse and perspectives that are inclusive. However, this material needs to do more to honor students from historically underserved backgrounds.

E. Student Voice	Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2	1	0	The teacher's edition does address this metric; however, there are minimal opportunities expressed in the student's edition.
	Materials provide learning and tasks that is predominantly student centered.	2	1	0	This material provides many opportunities to drive student's learning with their voice.
Column Totals					
OVERALL SCORE				7	

Vendor Name: Cengage

Course Name: Biology (Unity and Diversity)

Grade Level; Core/Science: 9-12 Core

Status: **NOT RECOMMENDED**

Justification:

Cengage Biology (Unity and Diversity) meets all the rubric criteria and aligns with the Nevada Academic Content Standards for Science (NVACSS). However, this instructional material did not align with the criteria of accessibility, connections, being culturally centered, equity, and student voice.

Category 1 Rubric – Alignment to Standards					
Criteria	Metrics	Meets Expectations	Needs Improvement	Inadequate	Feedback
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	This IM covers all standards of the NVACSS with emphasis on PEs and DEIs supported by CCCs and SEPs.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	This IM provides expectation level evidence that is accurate, well-written, and grade-level appropriate.
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	This IM provides a clear, actionable, scope and sequence, and instructional pathways.
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	This IM provides educators with tools to foster deep academic discussions.
	B2. Materials help students think more critically about a topic.	2	1	0	This IM helps students think more critically about a topic. The Thinking Critically Questions go beyond the content and align to the NVACSS
	B3. Materials spark student dialogue and support further exploration.	2	1	0	This IM facilitates student dialogue and support further exploration.
C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	This IM gives students many opportunities to engage in meaningful, authentic learning activities that reinforce course content.
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	This IM fosters creative, collaborative problem solving that builds college and career/workplace skills

C3. Materials are relevant to students' lives.	2	1	0	This IM covers subjects/topics that are relevant to students' lives.
OVERALL SCORE			18	

Vendor Name: Cengage

Course Name: Earth and Space Science

Grade Level; Core/Science: 9-12 Core

Status: **NOT RECOMMENDED**

Justification:

Cengage Earth and Space Science meets all the rubric criteria and aligns with the Nevada Academic Content Standards for Science (NVACSS). However, this instructional material did not align with the criteria of accessibility, connections, being culturally centered, equity, and student voice.

Category 1 Rubric – Alignment to Standards					
Criteria	Metrics	Meets Expectations	Needs Improvement	Inadequate	Feedback
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	This IM covers all standards of the NVACSS with emphasis on PEs and DEIs supported by CCCs and SEPs.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	This IM provides expectation level evidence that is accurate, well-written, and grade-level appropriate.
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	This IM provides a clear, actionable, scope and sequence, and instructional pathways.
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	This IM provides educators with tools to foster deep academic discussions.
	B2. Materials help students think more critically about a topic.	2	1	0	This IM helps students think more critically about a topic. The Thinking Critically Questions go beyond the content and align to the NVACSS
	B3. Materials spark student dialogue and support further exploration.	2	1	0	This IM facilitates student dialogue and support further exploration.
C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	This IM gives students many opportunities to engage in meaningful, authentic learning activities that reinforce course content.
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	This IM fosters creative, collaborative problem solving that builds college and career/workplace skills

C3. Materials are relevant to students' lives.	2	1	0	This IM covers subjects/topics that are relevant to students' lives.
OVERALL SCORE			18	

Category 2 Rubric – Alignment to Social Justice

Criteria	Metrics	Meets	Needs Improvement	Does not Meet	Feedback
A. Accessibility	Materials provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students’ strengths and needs.	2	1	0	Materials does provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input. However, this material needs to provide more student access via the presentation of the diversity of student cultures, languages, values, and customs.
B. Connections	Materials provide more than three real—life connections made or represented from a variety of cultures and life experiences.	2	1	0	Material provides life connections; however, they need to be more connected with the addressed content itself.
C. Culturally Centered	Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students’ background.	2	1	0	Materials provides at least ten varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, and values. However, they need to be more connected with the addressed content itself.

D. Equity	Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	1	0	Materials provides some discourse and perspectives that are inclusive. However, this material needs to do more to honor students from historically underserved backgrounds.
E. Student Voice	Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2	1	0	The teacher's edition does address this metric; however, there are minimal opportunities expressed in the student's edition.
	Materials provide learning and tasks that is predominantly student centered.	2	1	0	This material provides many opportunities to drive student's learning with their voice.
<i>Column Totals</i>					
OVERALL SCORE				7	

Vendor Name: Cengage

Course Name: Environmental Science -- Sustaining Your World

Grade Level; Core/Science: 9-12 Core

Status: **NOT RECOMMENDED**

Justification:

Cengage Environmental Science -- Sustaining Your World meets all the rubric criteria and aligns with the Nevada Academic Content Standards for Science (NVACSS). However, this instructional material did not align with the criteria of accessibility, connections, being culturally centered, equity, and student voice.

Category 1 Rubric – Alignment to Standards					
Criteria	Metrics	Meets Expectations	Needs Improvement	Inadequate	Feedback
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	This IM covers all standards of the NVACSS with emphasis on PEs and DEIs supported by CCCs and SEPs.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	This IM provides expectation level evidence that is accurate, well-written, and grade-level appropriate.
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	This IM provides a clear, actionable, scope and sequence, and instructional pathways.
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	This IM provides educators with tools to foster deep academic discussions.
	B2. Materials help students think more critically about a topic.	2	1	0	This IM helps students think more critically about a topic. The Thinking Critically Questions go beyond the content and align to the NVACSS
	B3. Materials spark student dialogue and support further exploration.	2	1	0	This IM facilitates student dialogue and support further exploration.
C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	This IM gives students many opportunities to engage in meaningful, authentic learning activities that reinforce course content.
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	This IM fosters creative, collaborative problem solving that builds college and career/workplace skills

C3. Materials are relevant to students' lives.	2	1	0	This IM covers subjects/topics that are relevant to students' lives.
OVERALL SCORE			18	

Category 2 Rubric – Alignment to Social Justice

Criteria	Metrics	Meets	Needs Improvement	Does not Meet	Feedback
A. Accessibility	Materials provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students’ strengths and needs.	2	1	0	Materials does provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input. However, this material needs to provide more student access via the presentation of the diversity of student cultures, languages, values, and customs.
B. Connections	Materials provide more than three real—life connections made or represented from a variety of cultures and life experiences.	2	1	0	Material provides life connections; however, they need to be more connected with the addressed content itself.
C. Culturally Centered	Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students’ background.	2	1	0	Materials provides at least ten varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, and values. However, they need to be more connected with the addressed content itself.
D. Equity	Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	1	0	Materials provides some discourse and perspectives that are inclusive. However, this material needs to do more to honor students from historically underserved backgrounds.

E. Student Voice	Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2	1	0	The teacher's edition does address this metric; however, there are minimal opportunities expressed in the student's edition.
	Materials provide learning and tasks that is predominantly student centered.	2	1	0	This material provides many opportunities to drive student's learning with their voice.
Column Totals					
OVERALL SCORE				7	

Vendor Name: Cengage

Course Name: Environmental Science for AP

Grade Level; Elective/Science: 11-12

Status: **NOT RECOMMENDED**

Justification:

Cengage Environmental Science for AP meets all the rubric criteria and aligns with the Nevada Academic Content Standards for Science (NVACSS). However, this instructional material did not align with the criteria of accessibility, connections, being culturally centered, equity, and student voice.

Category 1 Rubric – Alignment to Standards					
Criteria	Metrics	Meets Expectations	Needs Improvement	Inadequate	Feedback
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	This IM covers all standards of the NVACSS with emphasis on PEs and DEIs supported by CCCs and SEPs.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	This IM provides expectation level evidence that is accurate, well-written, and grade-level appropriate.
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	This IM provides a clear, actionable, scope and sequence, and instructional pathways.
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	This IM provides educators with tools to foster deep academic discussions.
	B2. Materials help students think more critically about a topic.	2	1	0	This IM helps students think more critically about a topic. The Thinking Critically Questions go beyond the content and align to the NVACSS
	B3. Materials spark student dialogue and support further exploration.	2	1	0	This IM facilitates student dialogue and support further exploration.
C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	This IM gives students many opportunities to engage in meaningful, authentic learning activities that reinforce course content.
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	This IM fosters creative, collaborative problem solving that builds college and career/workplace skills

C3. Materials are relevant to students' lives.	2	1	0	This IM covers subjects/topics that are relevant to students' lives.
OVERALL SCORE			18	

Category 2 Rubric – Alignment to Social Justice

Criteria	Metrics	Meets	Needs Improvement	Does not Meet	Feedback
A. Accessibility	Materials provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students’ strengths and needs.	2	1	0	Materials does provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input. However, this material needs to provide more student access via the presentation of the diversity of student cultures, languages, values, and customs.
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D. Equity	Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	1	0	Materials provides some discourse and perspectives that are inclusive. However, this material needs to be more to honor students from historically underserved backgrounds.

E. Student Voice	Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2	1	0	The teacher's edition does address this metric; however, there are minimal opportunities expressed in the student's edition.
	Materials provide learning and tasks that is predominantly student centered.	2	1	0	This material provides many opportunities to drive student's learning with their voice.
Column Totals					7
OVERALL SCORE				7	

Vendor Name: Cengage

Course Name: High School Chemistry

Grade Level; Core/Science: 9-12 Core

Status: **NOT RECOMMENDED**

Justification:

Cengage High School Chemistry meets all the rubric criteria and aligns with the Nevada Academic Content Standards for Science (NVACSS). However, this instructional material did not align with the criteria of accessibility, connections, being culturally centered, equity, and student voice.

Category 1 Rubric – Alignment to Standards					
Criteria	Metrics	Meets Expectations	Needs Improvement	Inadequate	Feedback
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	This IM covers all standards of the NVACSS with emphasis on PEs and DEIs supported by CCCs and SEPs.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	This IM provides expectation level evidence that is accurate, well-written, and grade-level appropriate.
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	This IM provides a clear, actionable, scope and sequence, and instructional pathways.
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	This IM provides educators with tools to foster deep academic discussions.
	B2. Materials help students think more critically about a topic.	2	1	0	This IM helps students think more critically about a topic. The Thinking Critically Questions go beyond the content and align to the NVACSS
	B3. Materials spark student dialogue and support further exploration.	2	1	0	This IM facilitates student dialogue and support further exploration.
C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	This IM gives students many opportunities to engage in meaningful, authentic learning activities that reinforce course content.
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	This IM fosters creative, collaborative problem solving that builds college and career/workplace skills

C3. Materials are relevant to students' lives.	2	1	0	This IM covers subjects/topics that are relevant to students' lives.
OVERALL SCORE			18	

Category 2 Rubric – Alignment to Social Justice

Criteria	Metrics	Meets	Needs Improvement	Does not Meet	Feedback
A. Accessibility	Materials provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.	2	1	0	Materials does provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input. However, this material needs to provide more student access via the presentation of the diversity of student cultures, languages, values, and customs.
B. Connections	Materials provide more than three real—life connections made or represented from a variety of cultures and life experiences.	2	1	0	Material provides life connections; however, they need to be more connected with the addressed content itself.
C. Culturally Centered	Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.	2	1	0	Materials provides at least ten varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, and values. However, they need to be more connected with the addressed content itself.
D. Equity	Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	1	0	Materials provides some discourse and perspectives that are inclusive. However, this material needs to do more to honor students from historically underserved backgrounds.

E. Student Voice	Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2	1	0	The teacher's edition does address this metric; however, there are minimal opportunities expressed in the student's edition.
	Materials provide learning and tasks that is predominantly student centered.	2	1	0	This material provides many opportunities to drive student's learning with their voice.
Column Totals					
OVERALL SCORE				7	

Vendor Name: Cengage

Course Name: College Physics (high school)

Grade Level; Core/Science: 11-12 Core

Status: **NOT RECOMMENDED**

Justification:

Cengage College Physics (high school) meets all the rubric criteria and aligns with the Nevada Academic Content Standards for Science (NVACSS). However, this instructional material did not align with the criteria of accessibility, connections, being culturally centered, equity, and student voice.

Category 1 Rubric – Alignment to Standards					
Criteria	Metrics	Meets Expectations	Needs Improvement	Inadequate	Feedback
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	This IM covers all standards of the NVACSS with emphasis on PEs and DEIs supported by CCCs and SEPs.
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B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	This IM provides educators with tools to foster deep academic discussions.
	B2. Materials help students think more critically about a topic.	2	1	0	This IM helps students think more critically about a topic. The Thinking Critically Questions go beyond the content and align to the NVACSS
	B3. Materials spark student dialogue and support further exploration.	2	1	0	This IM facilitates student dialogue and support further exploration.
C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	This IM gives students many opportunities to engage in meaningful, authentic learning activities that reinforce course content.
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	This IM fosters creative, collaborative problem solving that builds college and career/workplace skills

C3. Materials are relevant to students' lives.	2	1	0	This IM covers subjects/topics that are relevant to students' lives.
OVERALL SCORE			18	

Category 2 Rubric – Alignment to Social Justice

Criteria	Metrics	Meets	Needs Improvement	Does not Meet	Feedback
A. Accessibility	Materials provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students’ strengths and needs.	2	1	0	Materials does provide multiple opportunities students to express their learning and interact with materials which have been informed by student input. However, this material needs to provide more student access via the presentation of the diversity of student cultures, languages, values, and customs.
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	Materials provide learning and tasks that is predominantly student centered.	2	1	0	This material provides many opportunities to drive student's learning with their voice.
Column Totals					
OVERALL SCORE				7	

Vendor Name: Cengage

Course Name: Physics for Scientists and Engineers (high school)

Grade Level; Core/Science: 9-12 Core

Status: **NOT RECOMMENDED**

Justification:

Cengage Physics for Scientists and Engineers (high school) meets all the rubric criteria and aligns with the Nevada Academic Content Standards for Science (NVACSS). However, this instructional material did not align with the criteria of accessibility, connections, being culturally centered, equity, and student voice.

Category 1 Rubric – Alignment to Standards					
Criteria	Metrics	Meets Expectations	Needs Improvement	Inadequate	Feedback
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	This IM covers all standards of the NVACSS with emphasis on PEs and DEIs supported by CCCs and SEPs.
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	B3. Materials spark student dialogue and support further exploration.	2	1	0	This IM facilitates student dialogue and support further exploration.
C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	This IM gives students many opportunities to engage in meaningful, authentic learning activities that reinforce course content.
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	This IM fosters creative, collaborative problem solving that builds college and career/workplace skills

C3. Materials are relevant to students' lives.	2	1	0	This IM covers subjects/topics that are relevant to students' lives.
OVERALL SCORE			18	

Category 2 Rubric – Alignment to Social Justice

Criteria	Metrics	Meets	Needs Improvement	Does not Meet	Feedback
A. Accessibility	Materials provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students’ strengths and needs.	2	1	0	Materials does provide multiple opportunities students to express their learning and interact with materials which have been informed by student input. However, this material needs to provide more student access via the presentation of the diversity of student cultures, languages, values, and customs.
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E. Student Voice	Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2	1	0	The teacher's edition does address this metric; however, there are minimal opportunities expressed in the student's edition.
	Materials provide learning and tasks that is predominantly student centered.	2	1	0	This material provides many opportunities to drive student's learning with their voice.
Column Totals					
OVERALL SCORE				7	

Vendor Name: Cengage

Course Name: World of Chemistry (high school)

Grade Level; Core/Science: 9-12 Core

Status: **NOT RECOMMENDED**

Justification:

Cengage World of Chemistry (high school) meets all the rubric criteria and aligns with the Nevada Academic Content Standards for Science (NVACSS). However, this instructional material did not align with the criteria of accessibility, connections, being culturally centered, equity, and student voice.

Category 1 Rubric – Alignment to Standards					
Criteria	Metrics	Meets Expectations	Needs Improvement	Inadequate	Feedback
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	This IM covers all standards of the NVACSS with emphasis on PEs and DEIs supported by CCCs and SEPs.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	This IM provides expectation level evidence that is accurate, well-written, and grade-level appropriate.
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	This IM provides a clear, actionable, scope and sequence, and instructional pathways.
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	This IM provides educators with tools to foster deep academic discussions.
	B2. Materials help students think more critically about a topic.	2	1	0	This IM helps students think more critically about a topic. The Thinking Critically Questions go beyond the content and align to the NVACSS
	B3. Materials spark student dialogue and support further exploration.	2	1	0	This IM facilitates student dialogue and support further exploration.
C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	This IM gives students many opportunities to engage in meaningful, authentic learning activities that reinforce course content.
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	This IM fosters creative, collaborative problem solving that builds college and career/workplace skills

C3. Materials are relevant to students' lives.	2	1	0	This IM covers subjects/topics that are relevant to students' lives.
OVERALL SCORE			18	

Category 2 Rubric – Alignment to Social Justice

Criteria	Metrics	Meets	Needs Improvement	Does not Meet	Feedback
A. Accessibility	Materials provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students’ strengths and needs.	2	1	0	Materials does provide multiple opportunities students to express their learning and interact with materials which have been informed by student input. However, this material needs to provide more student access via the presentation of the diversity of student cultures, languages, values, and customs.
B. Connections	Materials provide more than three real—life connections made or represented from a variety of cultures and life experiences.	2	1	0	Material provides life connections; however, they need to be more connected with the addressed content itself.
C. Culturally Centered	Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students’ background.	2	1	0	Materials provides at least ten varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, and values. However, they need to be more connected with the addressed content itself.
D. Equity	Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	1	0	Materials provides some discourse and perspectives that are inclusive. However, this material needs to do more to honor students from historically underserved backgrounds.

E. Student Voice	Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2	1	0	The teacher's edition does address this metric; however, there are minimal opportunities expressed in the student's edition.
	Materials provide learning and tasks that is predominantly student centered.	2	1	0	This material provides many opportunities to drive student's learning with their voice.
Column Totals					
OVERALL SCORE				7	

Nevada Instructional Materials Review Process Science (Spring 2023) -- Flexpoint

Vendor Name: Flexpoint

Course Name: Biology

Grade Level; Core/Science: 9-12

Status: **NOT RECOMMENDED**

Justification:

Flexpoint Biology does not align fully to standards, nor provides consistent access to the standards. This instructional material addresses the breadth of the Nevada Academic Content Standards for Science (NVACSS) but does not fully address the metrics regarding depth and application.

Category 1 Rubric – Alignment to Standards					
Criteria	Metrics	Meets Expectations	Needs Improvement	Inadequate	Feedback
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	This IM covers all standards of the NVACSS with emphasis on PEs and DEIs supported by CCCs and SEPs.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	This IM provides expectation level evidence that is accurate, well-written, and grade-level appropriate.
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	This IM does not provide a clear, actionable, scope and sequence, and instructional pathways.
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	This IM provides educators with tools to foster some academic discussions. However, evidence regarding the fostering of deep academic discussions is not evident given the exercises. Collaboration strategies are referenced but not incorporated into the evidence given.
	B2. Materials help students think more critically about a topic.	2	1	0	This IM helps students think about a topic, but the evidence does not prompt critical thinking or analysis.
	B3. Materials spark student dialogue and support further exploration.	2	1	0	This IM provides very little evidence of student dialogue or support of further exploration. The evidence presented is very instructor driven.

C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	This IM gives students few opportunities to engage in meaningful, authentic learning activities that reinforce course content. Support structures for students to further their own knowledge via their choices is not evident.
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	This IM references some college and career/workplace skills; however, the delivery of information and student product is carried out without the incorporation of these skills.
	C3. Materials are relevant to students' lives.	2	1	0	This IM provides little evidence the subjects/topics are relevant to students' lives.
OVERALL SCORE				11	

Vendor Name: Flexpoint

Course Name: Chemistry

Grade Level; Core/Science: 9-12

Status: **NOT RECOMMENDED**

Justification:

Flexpoint Chemistry does not align fully to standards, nor provides consistent access to the standards. This instructional material addresses the breadth of the Nevada Academic Content Standards for Science (NVACSS) but does not fully address the metrics regarding depth and application.

Category 1 Rubric – Alignment to Standards					
Criteria	Metrics	Meets Expectations	Needs Improvement	Inadequate	Feedback
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	This IM covers all standards of the NVACSS with emphasis on PEs and DEIs supported by CCCs and SEPs.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	This IM provides expectation level evidence that is accurate, well-written, and grade-level appropriate.
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	This IM does not provide a clear, actionable, scope and sequence, and instructional pathways.
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	This IM provides educators with tools to foster some academic discussions. However, evidence regarding the fostering of deep academic discussions is not evident given the exercises. Collaboration strategies are referenced but not incorporated into the evidence given.
	B2. Materials help students think more critically about a topic.	2	1	0	This IM helps students think about a topic, but the evidence does not prompt critical thinking or analysis.
	B3. Materials spark student dialogue and support further exploration.	2	1	0	This IM provides very little evidence of student dialogue or support of further exploration. The evidence presented is very instructor driven.

C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	This IM gives students few opportunities to engage in meaningful, authentic learning activities that reinforce course content. Support structures for students to further their own knowledge via their choices is not evident.
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	This IM references some college and career/workplace skills; however, the delivery of information and student product is carried out without the incorporation of these skills.
	C3. Materials are relevant to students' lives.	2	1	0	This IM provides little evidence the subjects/topics are relevant to students' lives.
OVERALL SCORE				11	

Vendor Name: Flexpoint

Course Name: Physics

Grade Level; Core/Science: 9-12

Status: **NOT RECOMMENDED**

Justification:

Flexpoint Physics does not align fully to standards, nor provides consistent access to the standards. This instructional material addresses the breadth of the Nevada Academic Content Standards for Science (NVACSS) but does not fully address the metrics regarding depth and application.

Category 1 Rubric – Alignment to Standards					
Criteria	Metrics	Meets Expectations	Needs Improvement	Inadequate	Feedback
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	This IM covers all standards of the NVACSS with emphasis on PEs and DEIs supported by CCCs and SEPs.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	This IM provides expectation level evidence that is accurate, well-written, and grade-level appropriate.
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	This IM does not provide a clear, actionable, scope and sequence, and instructional pathways.
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	This IM provides educators with tools to foster some academic discussions. However, evidence regarding the fostering of deep academic discussions is not evident given the exercises. Collaboration strategies are referenced but not incorporated into the evidence given.
	B2. Materials help students think more critically about a topic.	2	1	0	This IM helps students think about a topic, but the evidence does not prompt critical thinking or analysis.
	B3. Materials spark student dialogue and support further exploration.	2	1	0	This IM provides very little evidence of student dialogue or support of further exploration. The evidence presented is very instructor driven.

C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	This IM gives students few opportunities to engage in meaningful, authentic learning activities that reinforce course content. Support structures for students to further their own knowledge via their choices is not evident.
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	This IM references some college and career/workplace skills; however, the delivery of information and student product is carried out without the incorporation of these skills.
	C3. Materials are relevant to students' lives.	2	1	0	This IM provides little evidence the subjects/topics are relevant to students' lives.
OVERALL SCORE				11	

Nevada Instructional Materials Review Process Science (Spring 2023) – Great Minds

Vendor Name: Great Minds

Course Name: Science Grade Kindergarten

Grade Level; Core/Science: Core - Kindergarten

Status: **RECOMMENDED**

Justification:

Great Minds Science – Kindergarten meets all the rubric criteria and aligns with the Nevada Academic Content Standards for Science (NVACSS). This instructional material aligns with the criteria of accessibility, connections, being culturally centered, equity, and fosters student voice.

Category 1 Rubric – Alignment to Standards					
Criteria	Metrics	Meets Expectations	Needs Improvement	Inadequate	Feedback
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	This IM covers all standards of the NVACSS with emphasis on PEs and DEIs supported by CCCs and SEPs.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	This IM provides expectation level evidence that is accurate, well-written, and grade-level appropriate.
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	This IM provides a clear, actionable, scope and sequence, and instructional pathways.
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	This IM provides educators with tools to foster deep academic discussions.
	B2. Materials help students think more critically about a topic.	2	1	0	This IM helps students think more critically about a topic.
	B3. Materials spark student dialogue and support further exploration.	2	1	0	This IM facilitates student dialogue and support further exploration.
C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	This IM gives students many opportunities to engage in meaningful, authentic learning activities that reinforce course content.
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	This IM fosters creative, collaborative problem solving that builds college and career/workplace skills

C3. Materials are relevant to students' lives.	2	1	0	This IM covers subjects/topics that are relevant to students' lives.
OVERALL SCORE			18	

Category 2 Rubric – Alignment to Social Justice

Criteria	Metrics	Meets	Needs Improvement	Does not Meet	Feedback
A. Accessibility	Materials provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students’ strengths and needs.	2	1	0	This instructional material provides multiple opportunities for students to express their learning and interact with materials which have been informed by student input. This material also provides student access via the presentation of the diversity of student cultures, languages, values, and customs.
B. Connections	Materials provide more than three real—life connections made or represented from a variety of cultures and life experiences.	2	1	0	Material provides life connections; connected with the addressed content.
C. Culturally Centered	Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students’ background.	2	1	0	Materials provides at least ten varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, and values. This diversity is logically connected with the addressed content.
D. Equity	Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	1	0	Materials provides discourse and perspectives that are inclusive. This material provides the means for educators to create cultural bias-free, stereotype free, and barrier free instruction.

E. Student Voice	Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2	1	0	This instructional material provides many opportunities for students to share their learning experiences, strengths, backgrounds, interests, and needs.
	Materials provide learning and tasks that is predominantly student centered.	2	1	0	This material provides many opportunities to drive student's learning with their voice.
Column Totals					
OVERALL SCORE				12	

Vendor Name: Great Minds

Course Name: Science Grade Kindergarten

Grade Level; Core/Science: Core - Kindergarten

Status: **RECOMMENDED**

Justification:

Great Minds Science – Kindergarten meets all the rubric criteria and aligns with the Nevada Academic Content Standards for Science (NVACSS). This instructional material aligns with the criteria of accessibility, connections, being culturally centered, equity, and fosters student voice.

Category 1 Rubric – Alignment to Standards					
Criteria	Metrics	Meets Expectations	Needs Improvement	Inadequate	Feedback
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	This IM covers all standards of the NVACSS with emphasis on PEs and DEIs supported by CCCs and SEPs.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	This IM provides expectation level evidence that is accurate, well-written, and grade-level appropriate.
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	This IM provides a clear, actionable, scope and sequence, and instructional pathways.
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	This IM provides educators with tools to foster deep academic discussions.
	B2. Materials help students think more critically about a topic.	2	1	0	This IM helps students think more critically about a topic.
	B3. Materials spark student dialogue and support further exploration.	2	1	0	This IM facilitates student dialogue and support further exploration.
C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	This IM gives students many opportunities to engage in meaningful, authentic learning activities that reinforce course content.
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	This IM fosters creative, collaborative problem solving that builds college and career/workplace skills

C3. Materials are relevant to students' lives.	2	1	0	This IM covers subjects/topics that are relevant to students' lives.
OVERALL SCORE			18	

Category 2 Rubric – Alignment to Social Justice

Criteria	Metrics	Meets	Needs Improvement	Does not Meet	Feedback
A. Accessibility	Materials provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.	2	1	0	Materials does provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input. However, this material needs to provide more student access via the presentation of the diversity of students' cultures, languages, values, and customs.
B. Connections	Materials provide more than three real-life connections made or represented from a variety of cultures and life experiences.	2	1	0	Material provides life connections; however, they need to be more connected with the addressed content itself.
C. Culturally Centered	Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.	2	1	0	Materials provides at least ten varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, and values. However, they need to be more connected with the addressed content itself.
D. Equity	Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	1	0	Materials provides some discourse and perspectives that are inclusive. However, this material needs to do more to honor students from historically underserved backgrounds.

E. Student Voice	Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2	1	0	The teacher's edition does address this metric however, there are minimal opportunities expressed in the student's edition.
	Materials provide learning and tasks that is predominantly student centered.	2	1	0	This material provides many opportunities to drive student's learning with their voice.
Column Totals					
OVERALL SCORE				12	

Vendor Name: Great Minds

Course Name: Science First Grade

Grade Level; Core/Science: Core - First Grade

Status: **RECOMMENDED**

Justification:

Great Minds Science – First Grade meets all the rubric criteria and aligns with the Nevada Academic Content Standards for Science (NVACSS). This instructional material aligns with the criteria of accessibility, connections, being culturally centered, equity, and fosters student voice.

Category 1 Rubric – Alignment to Standards					
Criteria	Metrics	Meets Expectations	Needs Improvement	Inadequate	Feedback
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	This IM covers all standards of the NVACSS with emphasis on PEs and DEIs supported by CCCs and SEPs.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	This IM provides expectation level evidence that is accurate, well-written, and grade-level appropriate.
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	This IM provides a clear, actionable, scope and sequence, and instructional pathways.
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	This IM provides educators with tools to foster deep academic discussions.
	B2. Materials help students think more critically about a topic.	2	1	0	This IM helps students think more critically about a topic.
	B3. Materials spark student dialogue and support further exploration.	2	1	0	This IM facilitates student dialogue and support further exploration.
C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	This IM gives students many opportunities to engage in meaningful, authentic learning activities that reinforce course content.
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	This IM fosters creative, collaborative problem solving that builds college and career/workplace skills

C3. Materials are relevant to students' lives.	2	1	0	This IM covers subjects/topics that are relevant to students' lives.
OVERALL SCORE			18	

Category 2 Rubric – Alignment to Social Justice

Criteria	Metrics	Meets	Needs Improvement	Does not Meet	Feedback
A. Accessibility	Materials provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.	2	1	0	Materials does provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input. However, this material needs to provide more student access via the presentation of the diversity of students' cultures, languages, values, and customs.
B. Connections	Materials provide more than three real-life connections made or represented from a variety of cultures and life experiences.	2	1	0	Material provides life connections; however, they need to be more connected with the addressed content itself.
C. Culturally Centered	Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.	2	1	0	Materials provides at least ten varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, and values. However, they need to be more connected with the addressed content itself.
D. Equity	Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	1	0	Materials provides some discourse and perspectives that are inclusive. However, this material needs to do more to honor students from historically underserved backgrounds.

E. Student Voice	Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2	1	0	The teacher's edition does address this metric however, there are minimal opportunities expressed in the student's edition.
	Materials provide learning and tasks that is predominantly student centered.	2	1	0	This material provides many opportunities to drive student's learning with their voice.
Column Totals					
OVERALL SCORE				12	

Vendor Name: Great Minds

Course Name: Science Second Grade

Grade Level; Core/Science: Core - Second Grade

Status: **RECOMMENDED**

Justification:

Great Minds Science – Second Grade meets all the rubric criteria and aligns with the Nevada Academic Content Standards for Science (NVACSS). This instructional material aligns with the criteria of accessibility, connections, being culturally centered, equity, and fosters student voice.

Category 1 Rubric – Alignment to Standards					
Criteria	Metrics	Meets Expectations	Needs Improvement	Inadequate	Feedback
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	This IM covers all standards of the NVACSS with emphasis on PEs and DEIs supported by CCCs and SEPs.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	This IM provides expectation level evidence that is accurate, well-written, and grade-level appropriate.
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	This IM provides a clear, actionable, scope and sequence, and instructional pathways.
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	This IM provides educators with tools to foster deep academic discussions.
	B2. Materials help students think more critically about a topic.	2	1	0	This IM helps students think more critically about a topic.
	B3. Materials spark student dialogue and support further exploration.	2	1	0	This IM facilitates student dialogue and support further exploration.
C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	This IM gives students many opportunities to engage in meaningful, authentic learning activities that reinforce course content.
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	This IM fosters creative, collaborative problem solving that builds college and career/workplace skills

C3. Materials are relevant to students' lives.	2	1	0	This IM covers subjects/topics that are relevant to students' lives.
OVERALL SCORE			18	

Category 2 Rubric – Alignment to Social Justice

Criteria	Metrics	Meets	Needs Improvement	Does not Meet	Feedback
A. Accessibility	Materials provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.	2	1	0	Materials does provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input. However, this material needs to provide more student access via the presentation of the diversity of students' cultures, languages, values, and customs.
B. Connections	Materials provide more than three real-life connections made or represented from a variety of cultures and life experiences.	2	1	0	Material provides life connections; however, they need to be more connected with the addressed content itself.
C. Culturally Centered	Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.	2	1	0	Materials provides at least ten varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, and values. However, they need to be more connected with the addressed content itself.
D. Equity	Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	1	0	Materials provides some discourse and perspectives that are inclusive. However, this material needs to do more to honor students from historically underserved backgrounds.

E. Student Voice	Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2	1	0	The teacher's edition does address this metric however, there are minimal opportunities expressed in the student's edition.
	Materials provide learning and tasks that is predominantly student centered.	2	1	0	This material provides many opportunities to drive student's learning with their voice.
Column Totals					
OVERALL SCORE				12	

Vendor Name: Great Minds

Course Name: Science Third Grade

Grade Level; Core/Science: Core - Third Grade

Status: **RECOMMENDED**

Justification:

Great Minds Science – Third Grade meets all the rubric criteria and aligns with the Nevada Academic Content Standards for Science (NVACSS). This instructional material aligns with the criteria of accessibility, connections, being culturally centered, equity, and fosters student voice.

Category 1 Rubric – Alignment to Standards					
Criteria	Metrics	Meets Expectations	Needs Improvement	Inadequate	Feedback
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	This IM covers all standards of the NVACSS with emphasis on PEs and DEIs supported by CCCs and SEPs.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	This IM provides expectation level evidence that is accurate, well-written, and grade-level appropriate.
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	This IM provides a clear, actionable, scope and sequence, and instructional pathways.
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	This IM provides educators with tools to foster deep academic discussions.
	B2. Materials help students think more critically about a topic.	2	1	0	This IM helps students think more critically about a topic.
	B3. Materials spark student dialogue and support further exploration.	2	1	0	This IM facilitates student dialogue and support further exploration.
C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	This IM gives students many opportunities to engage in meaningful, authentic learning activities that reinforce course content.
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	This IM fosters creative, collaborative problem solving that builds college and career/workplace skills

C3. Materials are relevant to students' lives.	2	1	0	This IM covers subjects/topics that are relevant to students' lives.
OVERALL SCORE			18	

Category 2 Rubric – Alignment to Social Justice

Criteria	Metrics	Meets	Needs Improvement	Does not Meet	Feedback
A. Accessibility	Materials provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.	2	1	0	Materials does provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input. However, this material needs to provide more student access via the presentation of the diversity of students' cultures, languages, values, and customs.
B. Connections	Materials provide more than three real-life connections made or represented from a variety of cultures and life experiences.	2	1	0	Material provides life connections; however, they need to be more connected with the addressed content itself.
C. Culturally Centered	Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.	2	1	0	Materials provides at least ten varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, and values. However, they need to be more connected with the addressed content itself.
D. Equity	Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	1	0	Materials provides some discourse and perspectives that are inclusive. However, this material needs to do more to honor students from historically underserved backgrounds.

E. Student Voice	Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2	1	0	The teacher's edition does address this metric however, there are minimal opportunities expressed in the student's edition.
	Materials provide learning and tasks that is predominantly student centered.	2	1	0	This material provides many opportunities to drive student's learning with their voice.
Column Totals					
OVERALL SCORE				12	

Vendor Name: Great Minds

Course Name: Science Fourth Grade

Grade Level; Core/Science: Core - Fourth Grade

Status: **RECOMMENDED**

Justification:

Great Minds Science – Fourth Grade meets all the rubric criteria and aligns with the Nevada Academic Content Standards for Science (NVACSS). This instructional material aligns with the criteria of accessibility, connections, being culturally centered, equity, and fosters student voice.

Category 1 Rubric – Alignment to Standards					
Criteria	Metrics	Meets Expectations	Needs Improvement	Inadequate	Feedback
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	This IM covers all standards of the NVACSS with emphasis on PEs and DEIs supported by CCCs and SEPs.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	This IM provides expectation level evidence that is accurate, well-written, and grade-level appropriate.
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	This IM provides a clear, actionable, scope and sequence, and instructional pathways.
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	This IM provides educators with tools to foster deep academic discussions.
	B2. Materials help students think more critically about a topic.	2	1	0	This IM helps students think more critically about a topic.
	B3. Materials spark student dialogue and support further exploration.	2	1	0	This IM facilitates student dialogue and support further exploration.
C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	This IM gives students many opportunities to engage in meaningful, authentic learning activities that reinforce course content.
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	This IM fosters creative, collaborative problem solving that builds college and career/workplace skills

C3. Materials are relevant to students' lives.	2	1	0	This IM covers subjects/topics that are relevant to students' lives.
OVERALL SCORE			18	

Category 2 Rubric – Alignment to Social Justice

Criteria	Metrics	Meets	Needs Improvement	Does not Meet	Feedback
A. Accessibility	Materials provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.	2	1	0	Materials does provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input. However, this material needs to provide more student access via the presentation of the diversity of students' cultures, languages, values, and customs.
B. Connections	Materials provide more than three real-life connections made or represented from a variety of cultures and life experiences.	2	1	0	Material provides life connections; however, they need to be more connected with the addressed content itself.
C. Culturally Centered	Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.	2	1	0	Materials provides at least ten varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, and values. However, they need to be more connected with the addressed content itself.
D. Equity	Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	1	0	Materials provides some discourse and perspectives that are inclusive. However, this material needs to do more to honor students from historically underserved backgrounds.

E. Student Voice	Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2	1	0	The teacher's edition does address this metric however, there are minimal opportunities expressed in the student's edition.
	Materials provide learning and tasks that is predominantly student centered.	2	1	0	This material provides many opportunities to drive student's learning with their voice.
Column Totals					
OVERALL SCORE				12	

Vendor Name: Great Minds

Course Name: Science Fifth Grade

Grade Level; Core/Science: Core – Fifth Grade

Status: **RECOMMENDED**

Justification:

Great Minds Science – Fifth Grade meets all the rubric criteria and aligns with the Nevada Academic Content Standards for Science (NVACSS). This instructional material aligns with the criteria of accessibility, connections, being culturally centered, equity, and fosters student voice.

Category 1 Rubric – Alignment to Standards					
Criteria	Metrics	Meets Expectations	Needs Improvement	Inadequate	Feedback
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	This IM covers all standards of the NVACSS with emphasis on PEs and DEIs supported by CCCs and SEPs.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	This IM provides expectation level evidence that is accurate, well-written, and grade-level appropriate.
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	This IM provides a clear, actionable, scope and sequence, and instructional pathways.
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	This IM provides educators with tools to foster deep academic discussions.
	B2. Materials help students think more critically about a topic.	2	1	0	This IM helps students think more critically about a topic.
	B3. Materials spark student dialogue and support further exploration.	2	1	0	This IM facilitates student dialogue and support further exploration.
C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	This IM gives students many opportunities to engage in meaningful, authentic learning activities that reinforce course content.
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	This IM fosters creative, collaborative problem solving that builds college and career/workplace skills

C3. Materials are relevant to students' lives.	2	1	0	This IM covers subjects/topics that are relevant to students' lives.
OVERALL SCORE			18	

Category 2 Rubric – Alignment to Social Justice

Criteria	Metrics	Meets	Needs Improvement	Does not Meet	Feedback
A. Accessibility	Materials provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.	2	1	0	Materials does provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input. However, this material needs to provide more student access via the presentation of the diversity of students' cultures, languages, values, and customs.
B. Connections	Materials provide more than three real-life connections made or represented from a variety of cultures and life experiences.	2	1	0	Material provides life connections; however, they need to be more connected with the addressed content itself.
C. Culturally Centered	Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.	2	1	0	Materials provides at least ten varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, and values. However, they need to be more connected with the addressed content itself.
D. Equity	Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	1	0	Materials provides some discourse and perspectives that are inclusive. However, this material needs to do more to honor students from historically underserved backgrounds.

E. Student Voice	Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2	1	0	The teacher's edition does address this metric however, there are minimal opportunities expressed in the student's edition.
	Materials provide learning and tasks that is predominantly student centered.	2	1	0	This material provides many opportunities to drive student's learning with their voice.
Column Totals					
OVERALL SCORE				12	

Nevada Instructional Materials Review Process Science (Spring 2023) -- Houghton Mifflin Harcourt (HMH)

Vendor Name: Houghton Mifflin Harcourt (HMH)

Course Name: Biology

Grade Level; Core/Science: Biology – Grades 9-12

Status: **RECOMMENDED**

Justification:

HMH Biology meets all the rubric criteria and aligns with the Nevada Academic Content Standards for Science (NVACSS). This instructional material aligns with the criteria of accessibility, connections, being culturally centered, equity, and fosters student voice.

Category 1 Rubric – Alignment to Standards					
Criteria	Metrics	Meets Expectations	Needs Improvement	Inadequate	Feedback
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	This IM covers all standards of the NVACSS with emphasis on PEs and DEIs supported by CCCs and SEPs.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	This IM provides expectation level evidence that is accurate, well-written, and grade-level appropriate.
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	This IM provides a clear, actionable, scope and sequence, and instructional pathways.
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	This IM provides educators with tools to foster deep academic discussions.
	B2. Materials help students think more critically about a topic.	2	1	0	This IM helps students think more critically about a topic. The Thinking Critically Questions go beyond the content and align to the NVACSS
	B3. Materials spark student dialogue and support further exploration.	2	1	0	This IM facilitates student dialogue and supports further exploration.
C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	This IM gives students many opportunities to engage in meaningful, authentic learning activities that reinforce course content.
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	This IM fosters creative, collaborative problem solving that builds college and career/workplace skills

C3. Materials are relevant to students' lives.	2	1	0	This IM covers subjects/topics that are relevant to students' lives.
OVERALL SCORE			18	

Category 2 Rubric – Alignment to Social Justice

Criteria	Metrics	Meets	Needs Improvement	Does not Meet	Feedback
A. Accessibility	Materials provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students’ strengths and needs.	2	1	0	Materials does provide multiple opportunities for students to express their learning. This material provides numerous opportunities for students to express their learning and interact with materials which have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students’ strengths and needs.
B. Connections	Materials provide more than three real—life connections made or represented from a variety of cultures and life experiences.	2	1	0	Mat Materials provide more than three real—life connections made or represented from a variety of cultures and life experiences.
C. Culturally Centered	Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students’ background.	2	1	0	Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals, and routines. This material could improve on providing structures that promote inclusion of students’ background; however, this material meets this criterion.

D. Equity	Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	1	0	Materials provide discourse and perspectives are presented in a variety of inclusive ways that create cultural bias-free, stereotype free, and barrier free instruction for every student. This material could do a better job honoring students from historically underserved backgrounds but addresses the criterion overall.
E. Student Voice	Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2	1	0	Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.
	Materials provide learning and tasks that is predominantly student centered.	2	1	0	Materials provide learning and tasks that is predominantly student centered.
Column Totals					
OVERALL SCORE				12	

Vendor Name: Houghton Mifflin Harcourt (HMH)

Course Name: Chemistry

Grade Level; Core/Science: Chemistry – Grades 9-12

Status: **RECOMMENDED**

Justification:

HMH Chemistry meets all the rubric criteria and aligns with the Nevada Academic Content Standards for Science (NVACSS). This instructional material aligns with the criteria of accessibility, connections, being culturally centered, equity, and fosters student voice.

Category 1 Rubric – Alignment to Standards					
Criteria	Metrics	Meets Expectations	Needs Improvement	Inadequate	Feedback
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	This IM covers all standards of the NVACSS with emphasis on PEs and DEIs supported by CCCs and SEPs.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	This IM provides expectation level evidence that is accurate, well-written, and grade-level appropriate.
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	This IM provides a clear, actionable, scope and sequence, and instructional pathways.
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	This IM provides educators with tools to foster deep academic discussions.
	B2. Materials help students think more critically about a topic.	2	1	0	This IM helps students think more critically about a topic. The Thinking Critically Questions go beyond the content and align to the NVACSS
	B3. Materials spark student dialogue and support further exploration.	2	1	0	This IM facilitates student dialogue and support further exploration.

C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	This IM gives students many opportunities to engage in meaningful, authentic learning activities that reinforce course content.
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	This IM fosters creative, collaborative problem solving that builds college and career/workplace skills
	C3. Materials are relevant to students' lives.	2	1	0	This IM covers subjects/topics that are relevant to students' lives.
OVERALL SCORE				18	

Category 2 Rubric – Alignment to Social Justice

Criteria	Metrics	Meets	Needs Improvement	Does not Meet	Feedback
A. Accessibility	Materials provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students’ strengths and needs.	2	1	0	Materials does provide multiple opportunities for students to express their learning. This material provides numerous opportunities for students to express their learning and interact with materials which have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students’ strengths and needs.
B. Connections	Materials provide more than three real—life connections made or represented from a variety of cultures and life experiences.	2	1	0	Mat Materials provide more than three real—life connections made or represented from a variety of cultures and life experiences.
C. Culturally Centered	Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students’ background.	2	1	0	Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals, and routines. This material could improve on providing structures that promote inclusion of students’ background; however, this material meets this criterion.

D. Equity	Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	1	0	Materials provide discourse and perspectives are presented in a variety of inclusive ways that create cultural bias-free, stereotype free, and barrier free instruction for every student. This material could do a better job honoring students from historically underserved backgrounds but addresses the criterion overall.
E. Student Voice	Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2	1	0	Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.
	Materials provide learning and tasks that is predominantly student centered.	2	1	0	Materials provide learning and tasks that is predominantly student centered.
Column Totals					
OVERALL SCORE				12	

Vendor Name: Houghton Mifflin Harcourt (HMH)

Course Name: Physics

Grade Level; Core/Science: Physics – Grades 9-12

Status: **RECOMMENDED**

Justification:

HMH Physics meets all the rubric criteria and aligns with the Nevada Academic Content Standards for Science (NVACSS). This instructional material aligns with the criteria of accessibility, connections, being culturally centered, equity, and fosters student voice.

Category 1 Rubric – Alignment to Standards					
Criteria	Metrics	Meets Expectations	Needs Improvement	Inadequate	Feedback
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	This IM covers all standards of the NVACSS with emphasis on PEs and DEIs supported by CCCs and SEPs.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	This IM provides expectation level evidence that is accurate, well-written, and grade-level appropriate.
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	This IM provides a clear, actionable, scope and sequence, and instructional pathways.
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	This IM provides educators with tools to foster deep academic discussions.
	B2. Materials help students think more critically about a topic.	2	1	0	This IM helps students think more critically about a topic. The Thinking Critically Questions go beyond the content and align to the NVACSS
	B3. Materials spark student dialogue and support further exploration.	2	1	0	This IM facilitates student dialogue and support further exploration.
C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	This IM gives students many opportunities to engage in meaningful, authentic learning activities that reinforce course content.
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	This IM fosters creative, collaborative problem solving that builds college and career/workplace skills

C3. Materials are relevant to students' lives.	2	1	0	This IM covers subjects/topics that are relevant to students' lives.
OVERALL SCORE			18	

Category 2 Rubric – Alignment to Social Justice

Criteria	Metrics	Meets	Needs Improvement	Does not Meet	Feedback
A. Accessibility	Materials provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students’ strengths and needs.	2	1	0	Materials does provide multiple opportunities for students to express their learning. This material provides numerous opportunities for students to express their learning and interact with materials which have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students’ strengths and needs.
B. Connections	Materials provide more than three real—life connections made or represented from a variety of cultures and life experiences.	2	1	0	Mat Materials provide more than three real—life connections made or represented from a variety of cultures and life experiences.
C. Culturally Centered	Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students’ background.	2	1	0	Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals, and routines. This material could improve on providing structures that promote inclusion of students’ background; however, this material meets this criterion.

D. Equity	Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	1	0	Materials provide discourse and perspectives are presented in a variety of inclusive ways that create cultural bias-free, stereotype free, and barrier free instruction for every student. This material could do a better job honoring students from historically underserved backgrounds but addresses the criterion overall.
E. Student Voice	Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2	1	0	Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.
	Materials provide learning and tasks that is predominantly student centered.	2	1	0	Materials provide learning and tasks that is predominantly student centered.
Column Totals					
OVERALL SCORE				12	

Vendor Name: Houghton Mifflin Harcourt (HMH)

Course Name: Introduction to Science

Grade Level; Core/Science: Introduction to Science – Grades 6-8

Status: **NOT RECOMMENDED**

Justification:

HMH Introduction to Science does not align fully to standards, nor provides consistent access to the standards. This instructional material addresses the breadth of the Nevada Academic Content Standards for Science (NVACSS) but does not fully address the metrics regarding depth and application.

Category 1 Rubric – Alignment to Standards					
Criteria	Metrics	Meets Expectations	Needs Improvement	Inadequate	Feedback
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	This IM addresses content and provides a correlation to the life science standards of the NVACSS. This IM addresses the DCIs; however, the SEPs and CCCs are not addressed to the depth and breadth intended.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	This IM provides expectation level evidence that is accurate, well-written, and grade-level appropriate.
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	This IM provides a clear, actionable, scope and sequence, and instructional pathways.
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	This IM provides educators with tools to foster some academic discussions. However, evidence regarding the fostering of deep academic discussions is not evident given the exercises. Collaboration strategies are referenced but not incorporated into the evidence given.
	B2. Materials help students think more critically about a topic.	2	1	0	This IM helps students think about a topic, but the evidence does not prompt critical thinking or analysis.
	B3. Materials spark student dialogue and support further exploration.	2	1	0	This IM facilitates student dialogue and support further exploration.

C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	This IM gives students few opportunities to engage in meaningful, authentic learning activities that reinforce course content. Support structures for students to further their own knowledge via their choices are not evident.
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	This IM references some college and career/workplace skills; however, the delivery of information and student product is carried out without the incorporation of these skills.
	C3. Materials are relevant to students' lives.	2	1	0	This IM provides little evidence that the subjects/topics are relevant to students' lives. That authenticity is not evident in this IM.
OVERALL SCORE				11	

Vendor Name: Houghton Mifflin Harcourt (HMH)

Course Name: Earth and Space Science

Grade Level; Core/Science: Introduction to Science – Grades 9-12

Status: **NOT RECOMMENDED**

Justification:

HMH Earth and Space Science does not align fully to standards, nor provides consistent access to the standards. This instructional material addresses the breadth of the Nevada Academic Content Standards for Science (NVACSS) but does not fully address the metrics regarding depth and application.

Category 1 Rubric – Alignment to Standards					
Criteria	Metrics	Meets Expectations	Needs Improvement	Inadequate	Feedback
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	This IM addresses content and provides a correlation to the life science standards of the NVACSS. This IM addresses the DCIs; however, the SEPs and CCCs are not addressed to the depth and breadth intended.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	This IM provides expectation level evidence that is accurate, well-written, and grade-level appropriate.
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	This IM provides a clear, actionable, scope and sequence, and instructional pathways.
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	This IM provides educators with tools to foster some academic discussions. However, evidence regarding the fostering of deep academic discussions is not evident given the exercises. Collaboration strategies are referenced but not incorporated into the evidence given.
	B2. Materials help students think more critically about a topic.	2	1	0	This IM helps students think about a topic, but the evidence does not prompt critical thinking or analysis.
	B3. Materials spark student dialogue and support further exploration.	2	1	0	This IM facilitates student dialogue and support further exploration.

C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	This IM gives students few opportunities to engage in meaningful, authentic learning activities that reinforce course content. Support structures for students to further their own knowledge via their choices are not evident.
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	This IM references some college and career/workplace skills; however, the delivery of information and student product is carried out without the incorporation of these skills.
	C3. Materials are relevant to students' lives.	2	1	0	This IM provides little evidence that the subjects/topics are relevant to students' lives. That authenticity is not evident in this IM.
OVERALL SCORE				11	

Nevada Instructional Materials Review Process Science (Spring 2023) – Imagine Learning (Twig)

Vendor Name: Twig

Course Name: Science Grade 6-8

Grade Level; Core/Science: Core – Grades 6-8

Status: **RECOMMENDED**

Justification:

Imagine Learning (Twig) Science grades 6-8 meets all the rubric criteria and aligns with the Nevada Academic Content Standards for Science (NVACSS). This instructional material aligns with the criteria of accessibility, connections, being culturally centered, equity, and fosters student voice.

Category 1 Rubric – Alignment to Standards					
Criteria	Metrics	Meets Expectations	Needs Improvement	Inadequate	Feedback
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	This IM covers all standards of the NVACSS with emphasis on PEs and DEIs supported by CCCs and SEPs.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	This IM provides expectation level evidence that is accurate, well-written, and grade-level appropriate.
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	This IM provides a clear, actionable, scope and sequence, and instructional pathways.
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	This IM provides educators with tools to foster deep academic discussions.
	B2. Materials help students think more critically about a topic.	2	1	0	This IM helps students think more critically about a topic. The Thinking Critically Questions go beyond the content and align to the NVACSS
	B3. Materials spark student dialogue and support further exploration.	2	1	0	This IM facilitates student dialogue and supports further exploration.
C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	This IM gives students many opportunities to engage in meaningful, authentic learning activities that reinforce course content.
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	This IM fosters creative, collaborative problem solving that builds college and career/workplace skills

C3. Materials are relevant to students' lives.	2	1	0	This IM covers subjects/topics that are relevant to students' lives.
OVERALL SCORE			18	

Category 2 Rubric – Alignment to Social Justice

Criteria	Metrics	Meets	Needs Improvement	Does not Meet	Feedback
A. Accessibility	Materials provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students’ strengths and needs.	2	1	0	This instructional material provides multiple opportunities for students to express their learning and interact with materials which have been informed by student input. This material also provides student access via the presentation of the diversity of student cultures, languages, values, and customs.
B. Connections	Materials provide more than three real—life connections made or represented from a variety of cultures and life experiences.	2	1	0	Material provides life connections; connected with the addressed content.
C. Culturally Centered	Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students’ background.	2	1	0	Materials provides at least ten varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, and values. This diversity is logically connected with the addressed content.
D. Equity	Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	1	0	Materials provides discourse and perspectives that are inclusive. This material provides the means for educators to create cultural bias-free, stereotype free, and barrier free instruction.

E. Student Voice	Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2	1	0	This instructional material provides many opportunities for students to share their learning experiences, strengths, backgrounds, interests, and needs.
	Materials provide learning and tasks that is predominantly student centered.	2	1	0	This material provides many opportunities to drive student's learning with their voice.
Column Totals					
OVERALL SCORE				12	

Nevada Instructional Materials Review Process Science (Spring 2023) – Macmillan Science

Vendor Name: Macmillan Science

Course Name: Living by Chemistry

Grade Level; Core/Science: Grades 9-12

Status: **NOT RECOMMENDED**

Justification:

Macmillan Living by Chemistry Grades 9-12 does not align fully to standards, nor provides consistent access to the standards. This instructional material addresses the breadth of the Nevada Academic Content Standards for Science (NVACSS) but does not fully address the metrics regarding depth and application.

Category 1 Rubric – Alignment to Standards					
Criteria	Metrics	Meets Expectations	Needs Improvement	Inadequate	Feedback
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	This IM covers all standards of the NVACSS with emphasis on the DCIs. However, this IM does not provide evidence of the NVACSS three dimensionality because of its topic-based and has limited incorporation of the CCCs and SEPs.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	This IM provides expectation level evidence that is accurate, well-written, and grade-level appropriate.
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	This IM provides a clear, actionable, scope and sequence, and instructional pathways.
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	This IM provides very little evidence regarding the fostering of deep academic discussions given the exercises. Collaboration strategies are referenced but not incorporated into the evidence given.
	B2. Materials help students think more critically about a topic.	2	1	0	This IM helps students think about a topic, but the evidence does not prompt critical thinking or analysis.
	B3. Materials spark student dialogue and support further exploration.	2	1	0	This IM provides very little evidence of student dialogue or support of further exploration. The evidence presented is very instructor driven.

C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	This IM gives students many opportunities to engage in meaningful, authentic learning activities that reinforce course content.
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	This IM fosters creative, collaborative problem solving that builds college and career/workplace skills
	C3. Materials are relevant to students' lives.	2	1	0	This IM provides little evidence that the subjects/topics are relevant to students' lives. That authenticity is not evident in this IM.
OVERALL SCORE				10	

Vendor Name: Macmillan Science

Course Name: AP Biology

Grade Level; Core/Science: Grades 11-12

Status: **RECOMMENDED**

Justification:

Macmillan AP Biology grades 11-12 meets all the rubric criteria and aligns with the Nevada Academic Content Standards for Science (NVACSS). This instructional material aligns with the criteria of accessibility, connections, being culturally centered, equity, and fosters student voice.

Category 1 Rubric – Alignment to Standards					
Criteria	Metrics	Meets Expectations	Needs Improvement	Inadequate	Feedback
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	This IM covers all standards of the NVACSS with emphasis on PEs and DEIs supported by CCCs and SEPs.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	This IM provides expectation level evidence that is accurate, well-written, and grade-level appropriate.
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	This IM provides a clear, actionable, scope and sequence, and instructional pathways.
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	This IM provides educators with tools to foster deep academic discussions.
	B2. Materials help students think more critically about a topic.	2	1	0	This IM helps students think more critically about a topic.
	B3. Materials spark student dialogue and support further exploration.	2	1	0	This IM facilitates student dialogue and support further exploration.
C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	This IM gives students many opportunities to engage in meaningful, authentic learning activities that reinforce course content.
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	This IM fosters creative, collaborative problem solving that builds college and career/workplace skills

C3. Materials are relevant to students' lives.	2	1	0	This IM covers subjects/topics that are relevant to students' lives.
OVERALL SCORE			18	

Category 2 Rubric – Alignment to Social Justice

Criteria	Metrics	Meets	Needs Improvement	Does not Meet	Feedback
A. Accessibility	Materials provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students’ strengths and needs.	2	1	0	This instructional material provides multiple opportunities for students to express their learning and interact with materials which have been informed by student input. This material also provides student access via the presentation of the diversity of student cultures, languages, values, and customs.
B. Connections	Materials provide more than three real—life connections made or represented from a variety of cultures and life experiences.	2	1	0	Material provides life connections; connected with the addressed content.
C. Culturally Centered	Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students’ background.	2	1	0	Materials provides at least ten varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, and values. This diversity is logically connected with the addressed content.
D. Equity	Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	1	0	Materials provides discourse and perspectives that are inclusive. This material provides the means for educators to create cultural bias-free, stereotype free, and barrier free instruction.

E. Student Voice	Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2	1	0	This instructional material provides many opportunities for students to share their learning experiences, strengths, backgrounds, interests, and needs.
	Materials provide learning and tasks that is predominantly student centered.	2	1	0	This material provides many opportunities to drive student's learning with their voice.
Column Totals					
OVERALL SCORE				12	

Vendor Name: Macmillan Science

Course Name: AP Physics Courses 1 and 2

Grade Level; Core/Science: Grades 11-12

Status: **RECOMMENDED**

Justification:

Macmillan AP Physics Courses 1 and 2, grades 11-12 meets all the rubric criteria and aligns with the Nevada Academic Content Standards for Science (NVACSS). This instructional material aligns with the criteria of accessibility, connections, being culturally centered, equity, and fosters student voice. Please know that Content Area Review Panel recommends Course 1 and 2 be taught as one course.

Category 1 Rubric – Alignment to Standards					
Criteria	Metrics	Meets Expectations	Needs Improvement	Inadequate	Feedback
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	This IM covers all standards of the NVACSS with emphasis on PEs and DEIs supported by CCCs and SEPs.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	This IM provides expectation level evidence that is accurate, well-written, and grade-level appropriate.
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	This IM provides a clear, actionable, scope and sequence, and instructional pathways.
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	This IM provides educators with tools to foster deep academic discussions.
	B2. Materials help students think more critically about a topic.	2	1	0	This IM helps students think more critically about a topic.
	B3. Materials spark student dialogue and support further exploration.	2	1	0	This IM facilitates student dialogue and support further exploration.
C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	This IM gives students many opportunities to engage in meaningful, authentic learning activities that reinforce course content.
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	This IM fosters creative, collaborative problem solving that builds college and career/workplace skills

C3. Materials are relevant to students' lives.	2	1	0	This IM covers subjects/topics that are relevant to students' lives.
OVERALL SCORE			18	

Category 2 Rubric – Alignment to Social Justice

Criteria	Metrics	Meets	Needs Improvement	Does not Meet	Feedback
A. Accessibility	Materials provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students’ strengths and needs.	2	1	0	This instructional material provides multiple opportunities for students to express their learning and interact with materials which have been informed by student input. This material also provides student access via the presentation of the diversity of student cultures, languages, values, and customs.
B. Connections	Materials provide more than three real—life connections made or represented from a variety of cultures and life experiences.	2	1	0	Material provides life connections; connected with the addressed content.
C. Culturally Centered	Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students’ background.	2	1	0	Materials provides at least ten varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, and values. This diversity is logically connected with the addressed content.
D. Equity	Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	1	0	Materials provides discourse and perspectives that are inclusive. This material provides the means for educators to create cultural bias-free, stereotype free, and barrier free instruction.

E. Student Voice	Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2	1	0	This instructional material provides many opportunities for students to share their learning experiences, strengths, backgrounds, interests, and needs.
	Materials provide learning and tasks that is predominantly student centered.	2	1	0	This material provides many opportunities to drive student's learning with their voice.
Column Totals					
OVERALL SCORE				12	

Vendor Name: Macmillan Science

Course Name: AP Environmental Science

Grade Level; Core/Science: Grades 11-12

Status: **RECOMMENDED**

Justification:

Macmillan AP Physics Courses 1 and 2, grades 11-12 meets all the rubric criteria and aligns with the Nevada Academic Content Standards for Science (NVACSS). This instructional material aligns with the criteria of accessibility, connections, being culturally centered, equity, and fosters student voice.

Category 1 Rubric – Alignment to Standards					
Criteria	Metrics	Meets Expectations	Needs Improvement	Inadequate	Feedback
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	This IM covers all standards of the NVACSS with emphasis on PEs and DEIs supported by CCCs and SEPs.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	This IM provides expectation level evidence that is accurate, well-written, and grade-level appropriate.
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	This IM provides a clear, actionable, scope and sequence, and instructional pathways.
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	This IM provides educators with tools to foster deep academic discussions.
	B2. Materials help students think more critically about a topic.	2	1	0	This IM helps students think more critically about a topic.
	B3. Materials spark student dialogue and support further exploration.	2	1	0	This IM facilitates student dialogue and support further exploration.
C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	This IM gives students many opportunities to engage in meaningful, authentic learning activities that reinforce course content.
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	This IM fosters creative, collaborative problem solving that builds college and career/workplace skills

C3. Materials are relevant to students' lives.	2	1	0	This IM covers subjects/topics that are relevant to students' lives.
OVERALL SCORE			18	

Category 2 Rubric – Alignment to Social Justice

Criteria	Metrics	Meets	Needs Improvement	Does not Meet	Feedback
A. Accessibility	Materials provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students’ strengths and needs.	2	1	0	This instructional material provides multiple opportunities for students to express their learning and interact with materials which have been informed by student input. This material also provides student access via the presentation of the diversity of student cultures, languages, values, and customs.
B. Connections	Materials provide more than three real—life connections made or represented from a variety of cultures and life experiences.	2	1	0	Material provides life connections; connected with the addressed content.
C. Culturally Centered	Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students’ background.	2	1	0	Materials provides at least ten varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, and values. This diversity is logically connected with the addressed content.
D. Equity	Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	1	0	Materials provides discourse and perspectives that are inclusive. This material provides the means for educators to create cultural bias-free, stereotype free, and barrier free instruction.

E. Student Voice	Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2	1	0	This instructional material provides many opportunities for students to share their learning experiences, strengths, backgrounds, interests, and needs.
	Materials provide learning and tasks that is predominantly student centered.	2	1	0	This material provides many opportunities to drive student's learning with their voice.
Column Totals					
OVERALL SCORE				12	

Nevada Instructional Materials Review Process Science (Spring 2023) – McGraw-Hill

Vendor Name: McGraw-Hill

Course Name: Grades 6-8 Science

Grade Level; Core/Science: Grades 6-8 Science

Status: **NOT RECOMMENDED**

Justification:

McGraw-Hill Science grades 6-8 does not align fully to standards, nor provides consistent access to the standards. This instructional material addresses the breadth of the Nevada Academic Content Standards for Science (NVACSS) but does not fully address the metrics regarding depth and application.

Category 1 Rubric – Alignment to Standards					
Criteria	Metrics	Meets Expectations	Needs Improvement	Inadequate	Feedback
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	This IM provides a narrative and scope and sequence that addresses the NVACSS with emphasis on PEs and DCIs supported by CCCs and SEPs.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	This IM provides expectation level evidence that is accurate, well-written, and grade-level appropriate.
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	This IM provides a clear, actionable, scope and sequence, and instructional pathways. Units are grouped in a way to allow educators to differentiate the content.
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	This IM provides educators with tools to foster some academic discussions. However, evidence regarding the fostering of deep academic discussions is not evident given the exercises. Collaboration strategies are referenced but not incorporated into the evidence given.
	B2. Materials help students think more critically about a topic.	2	1	0	This IM helps students think about a topic, but the evidence does not prompt critical thinking or analysis.
	B3. Materials spark student dialogue and support further exploration.	2	1	0	This IM provides very little evidence of student dialogue or support of further exploration. The evidence presented is very instructor driven.

C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	This IM gives students few opportunities to engage in meaningful, authentic learning activities that reinforce course content. Support structures for students to further their own knowledge via their choices is not evident.
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	This IM references some college and career/workplace skills; however, the delivery of information and student product is carried out without the incorporation of these skills.
	C3. Materials are relevant to students' lives.	2	1	0	This IM provides no evidence that the subjects/topics are relevant to students' lives.
OVERALL SCORE				12	

Nevada Instructional Materials Review Process Science (Spring 2023) – OpenSciEd

Vendor Name: OpenSciEd

Course Name: Science Grades 6-8

Grade Level; Core/Science: Core – Grades 6-8

Status: **RECOMMENDED**

Justification:

OpenSciEd Science grades 6-8 meets all the rubric criteria and aligns with the Nevada Academic Content Standards for Science (NVACSS). This instructional material aligns with the criteria of accessibility, connections, being culturally centered, equity, and fosters student voice.

Category 1 Rubric – Alignment to Standards					
Criteria	Metrics	Meets Expectations	Needs Improvement	Inadequate	Feedback
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	This IM empowers students to ask questions, design investigations, and solutions, and figure out the interesting and puzzling world. OpenSciEd empowers students to be the knowers and doers of science and develops a classroom in which the ideas we hear from our peers help to move our thinking forward as we develop our abilities to think, read, write, and argue as scientists and engineers
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	This IM has been given a mark of quality by the Science Peer Review Panel at NextGen Science by the very people who coordinated the development of the NGSS and the EQUiP Rubric for Science, which is designed to evaluate how well instructional materials are designed for the NVACSS (NGSS).
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	This IM articulates how the middle school program is organized as performance expectations bundled in a unit, how each unit builds on what students have developed in prior units, and how the elements of the three dimensions of the Next Generation Science Standards (NGSS), disciplinary core ideas (DCIs), crosscutting concepts (CCCs), and science and engineering practices (SEPs) build coherently across the program.

B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	This IM use specific types of discussions to help draw out student ideas, negotiate and refine them, and support students in communicating with one another in scientific ways: <ul style="list-style-type: none"> • Initial Ideas Discussions • Building Understandings Discussions • Consensus Discussions
	B2. Materials help students think more critically about a topic.	2	1	0	This IM embeds critical thinking via its use of the Science and Engineering Practices contained throughout this material.
	B3. Materials spark student dialogue and support further exploration.	2	1	0	This IM spark student dialogue by using a form of “science storyline” approach. The goal of a science storyline approach is to provide students with a coherent experience that is motivated by the students’ own desire to explain something they do not understand or to solve a problem.
C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	This IM use specific types of discussions to help draw out student ideas, negotiate and refine them, and support students in communicating with one another in scientific ways: <ul style="list-style-type: none"> • Initial Ideas Discussions • Building Understandings Discussions • Consensus Discussions
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	This IM embeds critical thinking via its use of the Science and Engineering Practices contained throughout this material.

C3. Materials are relevant to students' lives.	2	1	0	This IM spark student dialogue by using a form of “science storyline” approach. The goal of a science storyline approach is to provide students with a coherent experience that is motivated by the students’ own desire to explain something they do not understand or to solve a problem.
OVERALL SCORE			18	

Category 2 Rubric – Alignment to Social Justice

Criteria	Metrics	Meets	Needs Improvement	Does not Meet	Feedback
A. Accessibility	Materials provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students’ strengths and needs.	2	1	0	This instructional material provides multiple opportunities for students to express their learning and interact with materials which have been informed by student input. This material also provides student access via the presentation of the diversity of student cultures, languages, values, and customs.
B. Connections	Materials provide more than three real—life connections made or represented from a variety of cultures and life experiences.	2	1	0	Material provides life connections; connected with the addressed content.
C. Culturally Centered	Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students’ background.	2	1	0	Materials provides at least ten varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, and values. This diversity is logically connected with the addressed content.
D. Equity	Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	1	0	Materials provides discourse and perspectives that are inclusive. This material provides the means for educators to create cultural bias-free, stereotype free, and barrier free instruction.

E. Student Voice	Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2	1	0	This instructional material provides many opportunities for students to share their learning experiences, strengths, backgrounds, interests, and needs.
	Materials provide learning and tasks that is predominantly student centered.	2	1	0	This material provides many opportunities to drive student's learning with their voice.
Column Totals					
OVERALL SCORE				12	

Nevada Instructional Materials Review Process Science (Spring 2023) – Savvas

Vendor Name: Savvas

Course Name: Basic Chemistry

Grade Level; Core/Science: Grades 9-12

Status: **NOT RECOMMENDED**

Justification:

Savvas Basic Chemistry meets all the rubric criteria and aligns with the Nevada Academic Content Standards for Science (NVACSS). However, this instructional material does not completely align with the criteria of accessibility, connections, being culturally centered, equity, and student voice.

Category 1 Rubric – Alignment to Standards					
Criteria	Metrics	Meets Expectations	Needs Improvement	Inadequate	Feedback
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	This IM covers all standards of the NVACSS with emphasis on PEs and DEIs supported by CCCs and SEPs.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	This IM provides expectation level evidence that is accurate, well-written, and grade-level appropriate.
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	This IM provides a clear, actionable, scope and sequence, and instructional pathways.
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	This IM provides educators with tools to foster deep academic discussions.
	B2. Materials help students think more critically about a topic.	2	1	0	This IM helps students think more critically about a topic. The Thinking Critically Questions go beyond the content and align to the NVACSS
	B3. Materials spark student dialogue and support further exploration.	2	1	0	This IM facilitates student dialogue and supports further exploration.
C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	This IM gives students many opportunities to engage in meaningful, authentic learning activities that reinforce course content.
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	This IM fosters creative, collaborative problem solving that builds college and career/workplace skills

C3. Materials are relevant to students' lives.	2	1	0	This IM covers subjects/topics that are relevant to students' lives.
OVERALL SCORE			18	

Category 2 Rubric – Alignment to Social Justice

Criteria	Metrics	Meets	Needs Improvement	Does not Meet	Feedback
A. Accessibility	Materials provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students’ strengths and needs.	2	1	0	This instructional material provides evidence that it is phenomena driven. Materials does provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input. However, this material needs to provide more student access via the presentation of the diversity of student cultures, languages, values, and customs integrated into the content.
B. Connections	Materials provide more than three real—life connections made or represented from a variety of cultures and life experiences.	2	1	0	This instructional material provides students the opportunity to design culturally centered case studies and provides some life connections. However, these life connections need to be more connected with the addressed content.
C. Culturally Centered	Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students’ background.	2	1	0	Materials provides at least ten varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, and values. However, they need to be more connected with the addressed content.

D. Equity	Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	1	0	Materials provides some discourse and perspectives that are inclusive. However, this material needs to do more to honor students from historically underserved backgrounds.
E. Student Voice	Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2	1	0	This instructional material provides students the opportunity to work cooperatively and share their learning experiences. However, the students' strengths, background, interests, and needs are not necessarily intrinsic to the lesson.
	Materials provide learning and tasks that is predominantly student centered.	2	1	0	This material provides some opportunities to drive student's learning with their voice. However, the evidence provided is teacher centered.
Column Totals					
OVERALL SCORE				6	

Vendor Name: Savvas

Course Name: Biology – Miller and Levine

Grade Level; Core/Science: Grades 9-12

Status: **NOT RECOMMENDED**

Justification:

Savvas Biology -- Miller and Levine does not align fully to standards, nor provides consistent access to the standards. This instructional material addresses the breadth of the Nevada Academic Content Standards for Science (NVACSS) but does not fully address the metrics regarding depth and application.

Category 1 Rubric – Alignment to Standards					
Criteria	Metrics	Meets Expectations	Needs Improvement	Inadequate	Feedback
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	This IM covers all standards of the NVACSS with emphasis on PEs and DEIs supported by CCCs and SEPs.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	This IM provides expectation level evidence that is accurate, well-written, and grade-level appropriate.
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	This IM provides a clear, actionable, scope and sequence, and instructional pathways.
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	
	B2. Materials help students think more critically about a topic.	2	1	0	
	B3. Materials spark student dialogue and support further exploration.	2	1	0	
C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	This IM introduces phenomena. However, there is little evidence this instructional material fosters creative, collaborative problem solving that builds college and career/workplace skills.
	C3. Materials are relevant to students' lives.	2	1	0	

OVERALL SCORE	11	
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Vendor Name: Savvas

Course Name: College Physics – A Strategic Approach and Explore and Apply (2019)

Grade Level; Core/Science: Grades 11-12

Status: **NOT RECOMMENDED**

Justification:

Savvas College Physics – A Strategic Approach and Explore and Apply (2019) meets all the rubric criteria and aligns with the Nevada Academic Content Standards for Science (NVACSS). However, this instructional material does not completely align with the criteria of accessibility, connections, being culturally centered, equity, and student voice. Please note that the committee reviewed these two instructional materials as one course.

Category 1 Rubric – Alignment to Standards					
Criteria	Metrics	Meets Expectations	Needs Improvement	Inadequate	Feedback
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	This IM covers all standards of the NVACSS with emphasis on PEs and DEIs supported by CCCs and SEPs.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	This IM provides expectation level evidence that is accurate, well-written, and grade-level appropriate.
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	This IM provides a clear, actionable, scope and sequence, and instructional pathways.
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	This IM provides educators with tools to foster deep academic discussions.
	B2. Materials help students think more critically about a topic.	2	1	0	This IM helps students think more critically about a topic. The Thinking Critically Questions go beyond the content and align to the NVACSS
	B3. Materials spark student dialogue and support further exploration.	2	1	0	This IM facilitates student dialogue and supports further exploration.
C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	This IM gives students many opportunities to engage in meaningful, authentic learning activities that reinforce course content.
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	This IM fosters creative, collaborative problem solving that builds college and career/workplace skills

C3. Materials are relevant to students' lives.	2	1	0	This IM covers subjects/topics that are relevant to students' lives.
OVERALL SCORE			18	

Category 2 Rubric – Alignment to Social Justice

Criteria	Metrics	Meets	Needs Improvement	Does not Meet	Feedback
A. Accessibility	Materials provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students’ strengths and needs.	2	1	0	This instructional material provides evidence that it is phenomena driven. Materials does provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input. However, this material needs to provide more student access via the presentation of the diversity of student cultures, languages, values, and customs integrated into the content.
B. Connections	Materials provide more than three real—life connections made or represented from a variety of cultures and life experiences.	2	1	0	This instructional material provides students the opportunity to design culturally centered case studies and provides some life connections. However, these life connections need to be more connected with the addressed content.
C. Culturally Centered	Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students’ background.	2	1	0	Materials provides at least ten varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, and values. However, they need to be more connected with the addressed content.

D. Equity	Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	1	0	Materials provides some discourse and perspectives that are inclusive. However, this material needs to do more to honor students from historically underserved backgrounds.
E. Student Voice	Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2	1	0	This instructional material provides students the opportunity to work cooperatively and share their learning experiences. However, the students' strengths, background, interests, and needs are not necessarily intrinsic to the lesson.
	Materials provide learning and tasks that is predominantly student centered.	2	1	0	This material provides some opportunities to drive student's learning with their voice. However, the evidence provided is teacher centered.
Column Totals					
OVERALL SCORE				6	

Vendor Name: Savvas

Course Name: Chemistry – Molecular Approach

Grade Level; Core/Science: Grades 9-12

Status: **NOT RECOMMENDED**

Justification:

Savvas Chemistry – Molecular Approach meets all the rubric criteria and aligns with the Nevada Academic Content Standards for Science (NVACSS). However, this instructional material does not completely align with the criteria of accessibility, connections, being culturally centered, equity, and student voice.

Category 1 Rubric – Alignment to Standards					
Criteria	Metrics	Meets Expectations	Needs Improvement	Inadequate	Feedback
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	This IM covers all standards of the NVACSS with emphasis on PEs and DEIs supported by CCCs and SEPs.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	This IM provides expectation level evidence that is accurate, well-written, and grade-level appropriate.
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	This IM provides a clear, actionable, scope and sequence, and instructional pathways.
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	This IM provides educators with tools to foster deep academic discussions.
	B2. Materials help students think more critically about a topic.	2	1	0	This IM helps students think more critically about a topic. The Thinking Critically Questions go beyond the content and align to the NVACSS
	B3. Materials spark student dialogue and support further exploration.	2	1	0	This IM facilitates student dialogue and supports further exploration.
C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	This IM gives students many opportunities to engage in meaningful, authentic learning activities that reinforce course content.
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	This IM fosters creative, collaborative problem solving that builds college and career/workplace skills

C3. Materials are relevant to students' lives.	2	1	0	This IM covers subjects/topics that are relevant to students' lives.
OVERALL SCORE			18	

Category 2 Rubric – Alignment to Social Justice

Criteria	Metrics	Meets	Needs Improvement	Does not Meet	Feedback
A. Accessibility	Materials provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students’ strengths and needs.	2	1	0	This instructional material provides evidence that it is phenomena driven. Materials does provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input. However, this material needs to provide more student access via the presentation of the diversity of student cultures, languages, values, and customs integrated into the content.
B. Connections	Materials provide more than three real—life connections made or represented from a variety of cultures and life experiences.	2	1	0	This instructional material provides students the opportunity to design culturally centered case studies and provides some life connections. However, these life connections need to be more connected with the addressed content.
C. Culturally Centered	Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students’ background.	2	1	0	Materials provides at least ten varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, and values. However, they need to be more connected with the addressed content.

D. Equity	Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	1	0	Materials provides some discourse and perspectives that are inclusive. However, this material needs to do more to honor students from historically underserved backgrounds.
E. Student Voice	Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2	1	0	This instructional material provides students the opportunity to work cooperatively and share their learning experiences. However, the students' strengths, background, interests, and needs are not necessarily intrinsic to the lesson.
	Materials provide learning and tasks that is predominantly student centered.	2	1	0	This material provides some opportunities to drive student's learning with their voice. However, the evidence provided is teacher centered.
Column Totals					
OVERALL SCORE				6	

Vendor Name: Savvas

Course Name: Environmental Science and Environment – Behind the Stories

Grade Level; Core/Science: Grades 9-12

Status: **NOT RECOMMENDED**

Justification:

Savvas Environmental Science and Environment – Behind the Stories meets all the rubric criteria and aligns with the Nevada Academic Content Standards for Science (NVACSS). However, this instructional material does not completely align with the criteria of accessibility, connections, being culturally centered, equity, and student voice. Please note that the committee reviewed these two instructional materials as one course.

Category 1 Rubric – Alignment to Standards					
Criteria	Metrics	Meets Expectations	Needs Improvement	Inadequate	Feedback
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	This IM covers all standards of the NVACSS with emphasis on PEs and DEIs supported by CCCs and SEPs.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	This IM provides expectation level evidence that is accurate, well-written, and grade-level appropriate.
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	This IM provides a clear, actionable, scope and sequence, and instructional pathways.
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	This IM provides educators with tools to foster deep academic discussions.
	B2. Materials help students think more critically about a topic.	2	1	0	This IM helps students think more critically about a topic. The Thinking Critically Questions go beyond the content and align to the NVACSS
	B3. Materials spark student dialogue and support further exploration.	2	1	0	This IM facilitates student dialogue and supports further exploration.
C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	This IM gives students many opportunities to engage in meaningful, authentic learning activities that reinforce course content.
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	This IM fosters creative, collaborative problem solving that builds college and career/workplace skills

C3. Materials are relevant to students' lives.	2	1	0	This IM covers subjects/topics that are relevant to students' lives.
OVERALL SCORE			18	

Category 2 Rubric – Alignment to Social Justice

Criteria	Metrics	Meets	Needs Improvement	Does not Meet	Feedback
A. Accessibility	Materials provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students’ strengths and needs.	2	1	0	This instructional material provides evidence that it is phenomena driven. Materials does provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input. However, this material needs to provide more student access via the presentation of the diversity of student cultures, languages, values, and customs integrated into the content.
B. Connections	Materials provide more than three real—life connections made or represented from a variety of cultures and life experiences.	2	1	0	This instructional material provides students the opportunity to design culturally centered case studies and provides some life connections. However, these life connections need to be more connected with the addressed content.
C. Culturally Centered	Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students’ background.	2	1	0	Materials provides at least ten varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, and values. However, they need to be more connected with the addressed content.

D. Equity	Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	1	0	Materials provides some discourse and perspectives that are inclusive. However, this material needs to do more to honor students from historically underserved backgrounds.
E. Student Voice	Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2	1	0	This instructional material provides students the opportunity to work cooperatively and share their learning experiences. However, the students' strengths, background, interests, and needs are not necessarily intrinsic to the lesson.
	Materials provide learning and tasks that is predominantly student centered.	2	1	0	This material provides some opportunities to drive student's learning with their voice. However, the evidence provided is teacher centered.
Column Totals					
OVERALL SCORE				6	

Vendor Name: Savvas

Course Name: Conceptual Integrated Science

Grade Level; Core/Science: Grades 9-12

Status: **NOT RECOMMENDED**

Justification:

Savvas Conceptual Integrated Science does not align fully to standards, nor provides consistent access to the standards. This instructional material addresses the breadth of the Nevada Academic Content Standards for Science (NVACSS) but does not fully address the metrics regarding depth and application.

Category 1 Rubric – Alignment to Standards					
Criteria	Metrics	Meets Expectations	Needs Improvement	Inadequate	Feedback
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	This IM covers all standards of the NVACSS with emphasis on PEs and DEIs supported by CCCs and SEPs.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	This IM provides expectation level evidence that is accurate, well-written, and grade-level appropriate.
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	This IM provides a clear, actionable, scope and sequence, and instructional pathways.
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	
	B2. Materials help students think more critically about a topic.	2	1	0	
	B3. Materials spark student dialogue and support further exploration.	2	1	0	
C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	This IM introduces phenomena. However, there is little evidence this instructional material fosters creative, collaborative problem solving that builds college and career/workplace skills.
	C3. Materials are relevant to students' lives.	2	1	0	

OVERALL SCORE	11	
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Vendor Name: Savvas

Course Name: Essentials of Geology

Grade Level; Elective/Science: Grades 11-12

Status: **NOT RECOMMENDED**

Justification:

Savvas Essentials of Geology meets all the rubric criteria and aligns with the Nevada Academic Content Standards for Science (NVACSS). However, this instructional material does not completely align with the criteria of accessibility, connections, being culturally centered, equity, and student voice.

Category 1 Rubric – Alignment to Standards					
Criteria	Metrics	Meets Expectations	Needs Improvement	Inadequate	Feedback
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	This IM covers all standards of the NVACSS with emphasis on PEs and DEIs supported by CCCs and SEPs.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	This IM provides expectation level evidence that is accurate, well-written, and grade-level appropriate.
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	This IM provides a clear, actionable, scope and sequence, and instructional pathways.
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	This IM provides educators with tools to foster deep academic discussions.
	B2. Materials help students think more critically about a topic.	2	1	0	This IM helps students think more critically about a topic. The Thinking Critically Questions go beyond the content and align to the NVACSS
	B3. Materials spark student dialogue and support further exploration.	2	1	0	This IM facilitates student dialogue and supports further exploration.
C. A	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	This IM gives students many opportunities to engage in meaningful, authentic learning activities that reinforce course content.

C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	This IM fosters creative, collaborative problem solving that builds college and career/workplace skills
C3. Materials are relevant to students' lives.	2	1	0	This IM covers subjects/topics that are relevant to students' lives.
OVERALL SCORE			18	

Category 2 Rubric – Alignment to Social Justice

Criteria	Metrics	Meets	Needs Improvement	Does not Meet	Feedback
A. Accessibility	Materials provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.	2	1	0	This instructional material provides evidence that it is phenomena driven. Materials does provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input. However, this material needs to provide more student access via the presentation of the diversity of student cultures, languages, values, and customs integrated into the content.
B. Connections	Materials provide more than three real—life connections made or represented from a variety of cultures and life experiences.	2	1	0	This instructional material provides students the opportunity to design culturally centered case studies and provides some life connections. However, these life connections need to be more connected with the addressed content.
C. Culturally Centered	Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.	2	1	0	Materials provides at least ten varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, and values. However, they need to be more connected with the addressed content.

D. Equity	Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	1	0	Materials provides some discourse and perspectives that are inclusive. However, this material needs to do more to honor students from historically underserved backgrounds.
E. Student Voice	Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2	1	0	This instructional material provides students the opportunity to work cooperatively and share their learning experiences. However, the students' strengths, background, interests, and needs are not necessarily intrinsic to the lesson.
	Materials provide learning and tasks that is predominantly student centered.	2	1	0	This material provides some opportunities to drive student's learning with their voice. However, the evidence provided is teacher centered.
Column Totals					
OVERALL SCORE				6	

Vendor Name: Savvas

Course Name: Essentials of Oceanography

Grade Level; Elective/Science: Grades 11-12

Status: **NOT RECOMMENDED**

Justification:

Savvas Essentials of Geology meets all the rubric criteria and aligns with the Nevada Academic Content Standards for Science (NVACSS). However, this instructional material does not completely align with the criteria of accessibility, connections, being culturally centered, equity, and student voice.

Category 1 Rubric – Alignment to Standards					
Criteria	Metrics	Meets Expectations	Needs Improvement	Inadequate	Feedback
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	This IM covers all standards of the NVACSS with emphasis on PEs and DEIs supported by CCCs and SEPs.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	This IM provides expectation level evidence that is accurate, well-written, and grade-level appropriate.
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	This IM provides a clear, actionable, scope and sequence, and instructional pathways.
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	This IM provides educators with tools to foster deep academic discussions.
	B2. Materials help students think more critically about a topic.	2	1	0	This IM helps students think more critically about a topic. The Thinking Critically Questions go beyond the content and align to the NVACSS
	B3. Materials spark student dialogue and support further exploration.	2	1	0	This IM facilitates student dialogue and supports further exploration.
C. A	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	This IM gives students many opportunities to engage in meaningful, authentic learning activities that reinforce course content.

C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	This IM fosters creative, collaborative problem solving that builds college and career/workplace skills
C3. Materials are relevant to students' lives.	2	1	0	This IM covers subjects/topics that are relevant to students' lives.
OVERALL SCORE			18	

Category 2 Rubric – Alignment to Social Justice

Criteria	Metrics	Meets	Needs Improvement	Does not Meet	Feedback
A. Accessibility	Materials provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.	2	1	0	This instructional material provides evidence that it is phenomena driven. Materials does provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input. However, this material needs to provide more student access via the presentation of the diversity of student cultures, languages, values, and customs integrated into the content.
B. Connections	Materials provide more than three real—life connections made or represented from a variety of cultures and life experiences.	2	1	0	This instructional material provides students the opportunity to design culturally centered case studies and provides some life connections. However, these life connections need to be more connected with the addressed content.
C. Culturally Centered	Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.	2	1	0	Materials provides at least ten varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, and values. However, they need to be more connected with the addressed content.

D. Equity	Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	1	0	Materials provides some discourse and perspectives that are inclusive. However, this material needs to do more to honor students from historically underserved backgrounds.
E. Student Voice	Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2	1	0	This instructional material provides students the opportunity to work cooperatively and share their learning experiences. However, the students' strengths, background, interests, and needs are not necessarily intrinsic to the lesson.
	Materials provide learning and tasks that is predominantly student centered.	2	1	0	This material provides some opportunities to drive student's learning with their voice. However, the evidence provided is teacher centered.
Column Totals					
OVERALL SCORE				6	

Vendor Name: Savvas

Course Name: Experience Chemistry

Grade Level; Core/Science: Grades 9-12

Status: **NOT RECOMMENDED**

Justification:

Savvas Experience Chemistry meets all the rubric criteria and aligns with the Nevada Academic Content Standards for Science (NVACSS). However, this instructional material does not completely align with the criteria of accessibility, connections, being culturally centered, equity, and student voice.

Category 1 Rubric – Alignment to Standards					
Criteria	Metrics	Meets Expectations	Needs Improvement	Inadequate	Feedback
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	This IM covers all standards of the NVACSS with emphasis on PEs and DEIs supported by CCCs and SEPs.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	This IM provides expectation level evidence that is accurate, well-written, and grade-level appropriate.
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	This IM provides a clear, actionable, scope and sequence, and instructional pathways.
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	This IM provides educators with tools to foster deep academic discussions.
	B2. Materials help students think more critically about a topic.	2	1	0	This IM helps students think more critically about a topic. The Thinking Critically Questions go beyond the content and align to the NVACSS
	B3. Materials spark student dialogue and support further exploration.	2	1	0	This IM facilitates student dialogue and supports further exploration.
C. A	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	This IM gives students many opportunities to engage in meaningful, authentic learning activities that reinforce course content.

C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	This IM fosters creative, collaborative problem solving that builds college and career/workplace skills
C3. Materials are relevant to students' lives.	2	1	0	This IM covers subjects/topics that are relevant to students' lives.
OVERALL SCORE			18	

Category 2 Rubric – Alignment to Social Justice

Criteria	Metrics	Meets	Needs Improvement	Does not Meet	Feedback
A. Accessibility	Materials provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.	2	1	0	This instructional material provides evidence that it is phenomena driven. Materials does provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input. However, this material needs to provide more student access via the presentation of the diversity of student cultures, languages, values, and customs integrated into the content.
B. Connections	Materials provide more than three real—life connections made or represented from a variety of cultures and life experiences.	2	1	0	This instructional material provides students the opportunity to design culturally centered case studies and provides some life connections. However, these life connections need to be more connected with the addressed content.
C. Culturally Centered	Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.	2	1	0	Materials provides at least ten varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, and values. However, they need to be more connected with the addressed content.

D. Equity	Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	1	0	Materials provides some discourse and perspectives that are inclusive. However, this material needs to do more to honor students from historically underserved backgrounds.
E. Student Voice	Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2	1	0	This instructional material provides students the opportunity to work cooperatively and share their learning experiences. However, the students' strengths, background, interests, and needs are not necessarily intrinsic to the lesson.
	Materials provide learning and tasks that is predominantly student centered.	2	1	0	This material provides some opportunities to drive student's learning with their voice. However, the evidence provided is teacher centered.
Column Totals					
OVERALL SCORE				6	

Vendor Name: Savvas

Course Name: Experience Physics

Grade Level; Core/Science: Grades 9-12

Status: **NOT RECOMMENDED**

Justification:

Savvas Experience Physics meets all the rubric criteria and aligns with the Nevada Academic Content Standards for Science (NVACSS). However, this instructional material does not completely align with the criteria of accessibility, connections, being culturally centered, equity, and student voice.

Category 1 Rubric – Alignment to Standards					
Criteria	Metrics	Meets Expectations	Needs Improvement	Inadequate	Feedback
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	This IM covers all standards of the NVACSS with emphasis on PEs and DEIs supported by CCCs and SEPs.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	This IM provides expectation level evidence that is accurate, well-written, and grade-level appropriate.
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	This IM provides a clear, actionable, scope and sequence, and instructional pathways.
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	This IM provides educators with tools to foster deep academic discussions.
	B2. Materials help students think more critically about a topic.	2	1	0	This IM helps students think more critically about a topic. The Thinking Critically Questions go beyond the content and align to the NVACSS
	B3. Materials spark student dialogue and support further exploration.	2	1	0	This IM facilitates student dialogue and supports further exploration.
C. A	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	This IM gives students many opportunities to engage in meaningful, authentic learning activities that reinforce course content.

C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	This IM fosters creative, collaborative problem solving that builds college and career/workplace skills
C3. Materials are relevant to students' lives.	2	1	0	This IM covers subjects/topics that are relevant to students' lives.
OVERALL SCORE			18	

Category 2 Rubric – Alignment to Social Justice

Criteria	Metrics	Meets	Needs Improvement	Does not Meet	Feedback
A. Accessibility	Materials provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.	2	1	0	This instructional material provides evidence that it is phenomena driven. Materials does provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input. However, this material needs to provide more student access via the presentation of the diversity of student cultures, languages, values, and customs integrated into the content.
B. Connections	Materials provide more than three real—life connections made or represented from a variety of cultures and life experiences.	2	1	0	This instructional material provides students the opportunity to design culturally centered case studies and provides some life connections. However, these life connections need to be more connected with the addressed content.
C. Culturally Centered	Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.	2	1	0	Materials provides at least ten varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, and values. However, they need to be more connected with the addressed content.

D. Equity	Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	1	0	Materials provides some discourse and perspectives that are inclusive. However, this material needs to do more to honor students from historically underserved backgrounds.
E. Student Voice	Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2	1	0	This instructional material provides students the opportunity to work cooperatively and share their learning experiences. However, the students' strengths, background, interests, and needs are not necessarily intrinsic to the lesson.
	Materials provide learning and tasks that is predominantly student centered.	2	1	0	This material provides some opportunities to drive student's learning with their voice. However, the evidence provided is teacher centered.
Column Totals					
OVERALL SCORE				6	

Vendor Name: Savvas

Course Name: Introduction to Chemistry

Grade Level; Core/Science: Grades 9-12

Status: **NOT RECOMMENDED**

Justification:

Savvas Essentials of Geology meets all the rubric criteria and aligns with the Nevada Academic Content Standards for Science (NVACSS). However, this instructional material does not completely align with the criteria of accessibility, connections, being culturally centered, equity, and student voice.

Category 1 Rubric – Alignment to Standards					
Criteria	Metrics	Meets Expectations	Needs Improvement	Inadequate	Feedback
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	This IM covers all standards of the NVACSS with emphasis on PEs and DEIs supported by CCCs and SEPs.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	This IM provides expectation level evidence that is accurate, well-written, and grade-level appropriate.
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	This IM provides a clear, actionable, scope and sequence, and instructional pathways.
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	This IM provides educators with tools to foster deep academic discussions.
	B2. Materials help students think more critically about a topic.	2	1	0	This IM helps students think more critically about a topic. The Thinking Critically Questions go beyond the content and align to the NVACSS
	B3. Materials spark student dialogue and support further exploration.	2	1	0	This IM facilitates student dialogue and supports further exploration.
C. A	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	This IM gives students many opportunities to engage in meaningful, authentic learning activities that reinforce course content.

C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	This IM fosters creative, collaborative problem solving that builds college and career/workplace skills
C3. Materials are relevant to students' lives.	2	1	0	This IM covers subjects/topics that are relevant to students' lives.
OVERALL SCORE			18	

Category 2 Rubric – Alignment to Social Justice

Criteria	Metrics	Meets	Needs Improvement	Does not Meet	Feedback
A. Accessibility	Materials provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.	2	1	0	This instructional material provides evidence that it is phenomena driven. Materials does provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input. However, this material needs to provide more student access via the presentation of the diversity of student cultures, languages, values, and customs integrated into the content.
B. Connections	Materials provide more than three real—life connections made or represented from a variety of cultures and life experiences.	2	1	0	This instructional material provides students the opportunity to design culturally centered case studies and provides some life connections. However, these life connections need to be more connected with the addressed content.
C. Culturally Centered	Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.	2	1	0	Materials provides at least ten varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, and values. However, they need to be more connected with the addressed content.

D. Equity	Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	1	0	Materials provides some discourse and perspectives that are inclusive. However, this material needs to do more to honor students from historically underserved backgrounds.
E. Student Voice	Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2	1	0	This instructional material provides students the opportunity to work cooperatively and share their learning experiences. However, the students' strengths, background, interests, and needs are not necessarily intrinsic to the lesson.
	Materials provide learning and tasks that is predominantly student centered.	2	1	0	This material provides some opportunities to drive student's learning with their voice. However, the evidence provided is teacher centered.
Column Totals					
OVERALL SCORE				6	

Vendor Name: Savvas

Course Name: Modern Physics

Grade Level; Core/Science: Grades 9-12

Status: **NOT RECOMMENDED**

Justification:

Savvas Modern Physics meets all the rubric criteria and aligns with the Nevada Academic Content Standards for Science (NVACSS). However, this instructional material does not completely align with the criteria of accessibility, connections, being culturally centered, equity, and student voice.

Category 1 Rubric – Alignment to Standards					
Criteria	Metrics	Meets Expectations	Needs Improvement	Inadequate	Feedback
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	This IM covers all standards of the NVACSS with emphasis on PEs and DEIs supported by CCCs and SEPs.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	This IM provides expectation level evidence that is accurate, well-written, and grade-level appropriate.
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	This IM provides a clear, actionable, scope and sequence, and instructional pathways.
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	This IM provides educators with tools to foster deep academic discussions.
	B2. Materials help students think more critically about a topic.	2	1	0	This IM helps students think more critically about a topic. The Thinking Critically Questions go beyond the content and align to the NVACSS
	B3. Materials spark student dialogue and support further exploration.	2	1	0	This IM facilitates student dialogue and supports further exploration.
C. A	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	This IM gives students many opportunities to engage in meaningful, authentic learning activities that reinforce course content.

C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	This IM fosters creative, collaborative problem solving that builds college and career/workplace skills
C3. Materials are relevant to students' lives.	2	1	0	This IM covers subjects/topics that are relevant to students' lives.
OVERALL SCORE			18	

Category 2 Rubric – Alignment to Social Justice

Criteria	Metrics	Meets	Needs Improvement	Does not Meet	Feedback
A. Accessibility	Materials provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.	2	1	0	This instructional material provides evidence that it is phenomena driven. Materials does provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input. However, this material needs to provide more student access via the presentation of the diversity of student cultures, languages, values, and customs integrated into the content.
B. Connections	Materials provide more than three real—life connections made or represented from a variety of cultures and life experiences.	2	1	0	This instructional material provides students the opportunity to design culturally centered case studies and provides some life connections. However, these life connections need to be more connected with the addressed content.
C. Culturally Centered	Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.	2	1	0	Materials provides at least ten varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, and values. However, they need to be more connected with the addressed content.

D. Equity	Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	1	0	Materials provides some discourse and perspectives that are inclusive. However, this material needs to do more to honor students from historically underserved backgrounds.
E. Student Voice	Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2	1	0	This instructional material provides students the opportunity to work cooperatively and share their learning experiences. However, the students' strengths, background, interests, and needs are not necessarily intrinsic to the lesson.
	Materials provide learning and tasks that is predominantly student centered.	2	1	0	This material provides some opportunities to drive student's learning with their voice. However, the evidence provided is teacher centered.
Column Totals					
OVERALL SCORE				6	

Vendor Name: Savvas

Course Name: Cosmic Perspective

Grade Level; Elective/Science: Grades 11-12

Status: **NOT RECOMMENDED**

Justification:

Savvas Cosmic Perspective meets all the rubric criteria and aligns with the Nevada Academic Content Standards for Science (NVACSS). However, this instructional material does not completely align with the criteria of accessibility, connections, being culturally centered, equity, and student voice.

Category 1 Rubric – Alignment to Standards					
Criteria	Metrics	Meets Expectations	Needs Improvement	Inadequate	Feedback
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	This IM covers all standards of the NVACSS with emphasis on PEs and DEIs supported by CCCs and SEPs.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	This IM provides expectation level evidence that is accurate, well-written, and grade-level appropriate.
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	This IM provides a clear, actionable, scope and sequence, and instructional pathways.
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	This IM provides educators with tools to foster deep academic discussions.
	B2. Materials help students think more critically about a topic.	2	1	0	This IM helps students think more critically about a topic. The Thinking Critically Questions go beyond the content and align to the NVACSS
	B3. Materials spark student dialogue and support further exploration.	2	1	0	This IM facilitates student dialogue and supports further exploration.
C. A	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	This IM gives students many opportunities to engage in meaningful, authentic learning activities that reinforce course content.

C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	This IM fosters creative, collaborative problem solving that builds college and career/workplace skills
C3. Materials are relevant to students' lives.	2	1	0	This IM covers subjects/topics that are relevant to students' lives.
OVERALL SCORE			18	

Category 2 Rubric – Alignment to Social Justice

Criteria	Metrics	Meets	Needs Improvement	Does not Meet	Feedback
A. Accessibility	Materials provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.	2	1	0	This instructional material provides evidence that it is phenomena driven. Materials does provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input. However, this material needs to provide more student access via the presentation of the diversity of student cultures, languages, values, and customs integrated into the content.
B. Connections	Materials provide more than three real—life connections made or represented from a variety of cultures and life experiences.	2	1	0	This instructional material provides students the opportunity to design culturally centered case studies and provides some life connections. However, these life connections need to be more connected with the addressed content.
C. Culturally Centered	Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.	2	1	0	Materials provides at least ten varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, and values. However, they need to be more connected with the addressed content.

D. Equity	Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	1	0	Materials provides some discourse and perspectives that are inclusive. However, this material needs to do more to honor students from historically underserved backgrounds.
E. Student Voice	Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2	1	0	This instructional material provides students the opportunity to work cooperatively and share their learning experiences. However, the students' strengths, background, interests, and needs are not necessarily intrinsic to the lesson.
	Materials provide learning and tasks that is predominantly student centered.	2	1	0	This material provides some opportunities to drive student's learning with their voice. However, the evidence provided is teacher centered.
Column Totals					
OVERALL SCORE				6	

Vendor Name: Savvas

Course Name: Elevate Science

Grade Level; Core/Science: Grades K-8

Status: **NOT RECOMMENDED**

Justification:

Savvas Biology – Elevate Science does not provide evidence that it aligns fully to standards, nor provides consistent access to the standards. This instructional material is grade-banded K-8 and the NVACSS is grade-level kindergarten, first, second, third, fourth, and fifth grades. The NVACSS is grade-banded for grades six through eight.

Category 1 Rubric – Alignment to Standards					
Criteria	Metrics	Meets Expectations	Needs Improvement	Inadequate	Feedback
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	A K-8 grade band overview of the IM addressing the metric was provided but specific grade-level evidence for the K-5 NVACSS and grade-banded for grades 6-8 was not provided.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	A K-8 grade band overview of the IM addressing the metric was provided but specific grade-level evidence for the K-5 NVACSS and grade-banded for grades 6-8 was not provided.
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	A K-8 grade band overview of the IM addressing the metric was provided but specific grade-level evidence for the K-5 NVACSS and grade-banded for grades 6-8 was not provided.
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	A K-8 grade band overview of the IM addressing the metric was provided but specific grade-level evidence for the K-5 NVACSS and grade-banded for grades 6-8 was not provided.
	B2. Materials help students think more critically about a topic.	2	1	0	A K-8 grade band overview of the IM addressing the metric was provided but specific grade-level evidence for the K-5 NVACSS and grade-banded for grades 6-8 was not provided.
	B3. Materials spark student dialogue and support further exploration.	2	1	0	A K-8 grade band overview of the IM addressing the metric was provided but specific grade-level evidence for the K-5 NVACSS and grade-banded for grades 6-8 was not provided.

C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	A K-8 grade band overview of the IM addressing the metric was provided but specific grade-level evidence for the K-5 NVACSS and grade-banded for grades 6-8 was not provided.
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	A K-8 grade band overview of the IM addressing the metric was provided but specific grade-level evidence for the K-5 NVACSS and grade-banded for grades 6-8 was not provided.
	C3. Materials are relevant to students' lives.	2	1	0	A K-8 grade band overview of the IM addressing the metric was provided but specific grade-level evidence for the K-5 NVACSS and grade-banded for grades 6-8 was not provided.
OVERALL SCORE				0	

The following need to be submitted as Career Technical Education courses:

- Forensic Science
- Microbiology

Nevada Instructional Materials Review Process Science (Spring 2023) – School Specialty (FOSS) Science

Vendor Name: School Specialty (FOSS) Science

Course Name: Grades 6-8 Science

Grade Level; Core/Science: Grades 6-8 Science

Status: **NOT RECOMMENDED**

Justification:

FOSS Science grades 6-8 does not align fully to standards, nor provides consistent access to the standards. This instructional material addresses the breadth of the Nevada Academic Content Standards for Science (NVACSS) but does not fully address the metrics regarding depth and application.

Category 1 Rubric – Alignment to Standards					
Criteria	Metrics	Meets Expectations	Needs Improvement	Inadequate	Feedback
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	This IM covers all standards of the NVACSS with emphasis on the DCIs. However, this IM does not provide evidence of the NVACSS three dimensionality because of its limited incorporation of the CCCs and SEPs.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	This IM provides expectation level evidence that is accurate, well-written, and grade-level appropriate.
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	This IM provides a clear, actionable, scope and sequence, and instructional pathways.
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	This IM provides educators with tools to foster some academic discussions. However, evidence regarding the fostering of deep academic discussions is not evident given the exercises. Collaboration strategies are referenced but not incorporated into the evidence given.
	B2. Materials help students think more critically about a topic.	2	1	0	This IM helps students think about a topic, but the evidence does not prompt critical thinking or analysis.
	B3. Materials spark student dialogue and support further exploration.	2	1	0	This IM provides very little evidence of student dialogue or support of further exploration. The evidence presented is very instructor driven.

C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	This IM gives students many opportunities to engage in meaningful, authentic learning activities that reinforce course content.
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	This IM fosters creative, collaborative problem solving that builds college and career/workplace skills
	C3. Materials are relevant to students' lives.	2	1	0	This IM provides little evidence that the subjects/topics are relevant to students' lives. That authenticity is not evident in this IM.
OVERALL SCORE				13	

Nevada Instructional Materials Review Process Science (Spring 2023) – Stile Science

Vendor Name: Stile Science

Course Name: Grades 6-8 Science

Grade Level; Core/Science: Grades 6-8 Science

Status: **NOT RECOMMENDED**

Justification:

Stile Science grades 6-8 does not align fully to standards, nor provides consistent access to the standards. This instructional material addresses the breadth of the Nevada Academic Content Standards for Science (NVACSS) but does not fully address the metrics regarding depth and application.

Category 1 Rubric – Alignment to Standards					
Criteria	Metrics	Meets Expectations	Needs Improvement	Inadequate	Feedback
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	This IM provides a narrative and scope and sequence that addresses the NVACSS with emphasis on PEs and DCIs supported by CCCs and SEPs.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	This IM provides expectation level evidence that is accurate, well-written, and grade-level appropriate.
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	This IM provides a clear, actionable, scope and sequence, and instructional pathways. Units are grouped in a way to allow educators to differentiate the content.
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	This IM provides educators with tools to foster some academic discussions. However, evidence regarding the fostering of deep academic discussions is not evident given the exercises. Collaboration strategies are referenced but not incorporated into the evidence given.
	B2. Materials help students think more critically about a topic.	2	1	0	This IM helps students think about a topic, but the evidence does not prompt critical thinking or analysis.
	B3. Materials spark student dialogue and support further exploration.	2	1	0	This IM provides very little evidence of student dialogue or support of further exploration. The evidence presented is very instructor driven.

C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	This IM gives students few opportunities to engage in meaningful, authentic learning activities that reinforce course content. Support structures for students to further their own knowledge via their choices is not evident.
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	This IM references some college and career/workplace skills; however, the delivery of information and student product is carried out without the incorporation of these skills.
	C3. Materials are relevant to students' lives.	2	1	0	This IM provides no evidence that the subjects/topics are relevant to students' lives.
OVERALL SCORE				12	