INSTRUCTIONAL MATERIALS RUBRIC – SCIENCE

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Our Vision

All students and teachers in Nevada will have access to the highest-quality instructional materials that will help improve student-learning outcomes in all content areas**.**

The purpose of instructional materials is to be the tools that provide students with positive learning experiences enhanced over time and to facilitate a deeper understanding of the educational content. In response, Nevada educators collaborated in order to create an instructional materials adoption process that will provide all of our students the instruments to access, examine, and provide analysis to any area of content without limitations predetermined by race, gender, ethnicity, language, exceptionality, sexual determination, or family background/ income.

Adoption Process

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All submitted materials will be reviewed by the Nevada Instructional Materials Steering Committee (NIMSC). The NIMSC is made up of instructional materials leads from Nevada's school districts and have the charge of receiving, reviewing and making recommendations regarding the adoption of all instructional materials that drive instruction in the classroom.

Content Areas of Focus

Content areas of focus are the areas of instruction on which materials received by the NIMSC will focus. The NIMSC will designate no more than two content areas of focus every school year. Content areas of focus will always concentrate on grades kindergarten through grade 12.

Instructional Materials Rubric Process

The evaluation process for all instructional materials will include a material checklist complimenting a comprehensive rubric for scoring. The rubric has multiple categories for each content of review. The first category evaluates alignment to the Nevada Academic Content Standards and the overall score for category one must meet or exceed the criteria in order to continue in the review process. Additionally, category two evaluates the access and equity of a given instruction material; and, this category must also meet or exceed the criteria in the review process. If the material fails either of the first two categories, the material can be resubmitted at the next review cycle for that content area. Vendors have 30 days to provide in writing that they would be participating in the rebuttal process for their submission.

This evaluation process includes a checklist that outlines the criteria that must be evident in the material. Each category includes required elements that must be documented and supported within the columns labeled evidence and reasoning, respectively. The two documents must be used conjointly to evaluate and determine the overall score for the instructional material.

Please refer to The Nevada Department of Education for details regarding this process.

Category 1: Aligned to NVACs for Science

Criteria	Exceeds = 4	Meets = 3	Developing = 2	Limited = 1	Not Present = 0
Science and Engineering Practices (SEPs)	Instructional material is 100% aligned to the SEPs	Instructional material is 75-99% aligned to the SEPs	Instructional material is 50-74% aligned to the SEPs	Instructional material is 25-49% aligned to the SEPs	No alignment to the SEPs
Disciplinary Core Ideas (DCIs)	Instructional material is 100% aligned to the DCIs	Instructional material is 75-99% aligned to the DCIs	Instructional material is 50-74% aligned to the DCIs	Instructional material is 25-49% aligned to the DCIs	No alignment to the DCIs
Crosscutting Concepts (CCCs)	Instructional material is 100% aligned to the CCCs	Instructional material is 75-99% aligned to the CCCs	Instructional material is 50-74% aligned to the CCCs	Instructional material is 25-49% aligned to the CCCs	No alignment to the CCCs

Materials must measure meets/exceeds in All Criteria   **Meet/Does Not Meet**

Category 2: Access and Equity

Exceeds = 4	Meets = 3	Developing = 2	Limited = 1	Not Present = 0
100% of grade level appropriate **teacher supports** are provided to guide teachers in making student learning relevant, ways for students to share their experiences, connections to previous experiences, draw and connect to language and culture, etc.	75-99% of grade level appropriate **teacher supports** are provided to guide teachers in making student learning relevant, ways for students to share their experiences, connections to previous experiences, draw and connect to language and culture, etc.	50-74% of grade level appropriate **teacher supports** are provided to guide teachers in making student learning relevant, ways for students to share their experiences, connections to previous experiences, draw and connect to language and culture, etc.	25-49% of grade level appropriate **teacher supports** are provided to guide teachers in making student learning relevant, ways for students to share their experiences, connections to previous experiences, draw and connect to language and culture, etc.	No grade level appropriate **teacher supports** are provided to guide teachers in making student learning relevant, ways for students to share their experiences, connections to previous experiences, draw and connect to language and culture, etc.
Instructional materials are made accessible to **all** students by providing four or more supports AND scaffolds consistently throughout (Supports include: differentiated reading material, language needs, etc., Scaffolds include: prompts, sentence frames, graphic organizers, anchor charts, etc.).	Instructional materials are made accessible to **all** students by providing at least three supports AND scaffolds consistently throughout (Supports include: differentiated reading material, language needs, etc., Scaffolds include: prompts, sentence frames, graphic organizers, anchor charts, etc.).	Instructional materials are made accessible to **all** students by providing at least two supports AND scaffolds consistently throughout (Supports include: differentiated reading material, language needs, etc., Scaffolds include: prompts, sentence frames, graphic organizers, anchor charts, etc.).	Instructional materials are made accessible to **all** students by providing only one support AND scaffold (Supports include: differentiated reading material, language needs, etc., Scaffolds include: prompts, sentence frames, graphic organizers, anchor charts, etc.).	Instructional materials are not made accessible to **all** students and no supports or scaffolds are provided. (Supports include: differentiated reading material, language needs, etc., Scaffolds include: prompts, sentence frames, graphic organizers, anchor charts, etc.).
Provides four or more diverse opportunities for students to represent, share, justify, and revise their thinking consistently throughout the material.	Provides at least three diverse opportunities for students to represent, share, justify, and revise their thinking consistently throughout the material.	Provides at least two diverse opportunities for students to represent, share, justify, and revise their thinking consistently throughout the material.	Provides at least one diverse opportunity for students to represent, share, justify, and revise their thinking consistently throughout the material.	Provides no opportunity for students to represent, share, justify, and revise their thinking consistently throughout the material.
Instructional materials provide appropriate images, text, and activities that represent the diversity of our current society in a culturally responsive manner throughout 100% of the material.	Instructional materials provide appropriate images, text, and activities, which represent the diversity of our current society in a culturally responsive manner throughout 75-99% of the material.	Instructional materials provide appropriate images, text, and activities, which represent the diversity of our current society in a culturally responsive manner throughout 50-74% of the material.	Instructional materials provide appropriate images, text, and activities, which represent the diversity of our current society in a culturally responsive manner throughout 25-49% of the material.	Instructional materials provide no appropriate images, text, and activities, which represent the diversity of our current society in a culturally responsive manner throughout the material.
Instructional materials include assurance from publishers agreeing to comply with the most current National Instructional Materials Accessibility Standard (NIMAS) specifications regarding accessible instructional materials.	N/A	N/A	N/A	N/A

Materials must measure meets/exceeds in All Criteria   **Meet/Does Not Meet**

Category 3: Assessment

Exceeds = 4	Meets = 3	Developing = 2	Limited = 1	Not Present = 0
A coherent assessment system that includes four or more opportunities for pre-, embedded formative, summative, and self-assessment tasks to include equitable considerations for culturally and linguistically diverse students consistently throughout the material.	A coherent assessment system that includes at least three opportunities for pre-, embedded formative, summative, and self-assessment tasks to include equitable considerations for culturally and linguistically diverse students consistently throughout the material.	A coherent assessment system that includes at least two opportunities for pre-, embedded formative, summative, and self-assessment tasks to include equitable considerations for culturally and linguistically diverse students consistently throughout the material.	A coherent assessment system that includes at least one opportunity for pre-, embedded formative, summative, and self-assessment tasks to include equitable considerations for culturally and linguistically diverse students consistently throughout the material.	Assessment system includes no opportunities for pre-, embedded formative, summative, and self-assessment tasks to include equitable considerations for culturally and linguistically diverse students consistently throughout the material.
Both formative and summative assessments use four or more task types, to include equitable considerations for culturally and linguistically diverse students consistently throughout the material.	Both formative and summative assessments use at least three task types, to include equitable considerations for culturally and linguistically diverse students consistently throughout the material.	Both formative and summative assessments use at least two task types, to include equitable considerations for culturally and linguistically diverse students consistently throughout the material.	Both formative and summative assessments use at least one task type, to include equitable considerations for culturally and linguistically diverse students consistently throughout the material.	Both formative and summative assessments do not use any task types, to include equitable considerations for culturally and linguistically diverse students consistently throughout the material.
The formative and summative assessments are aligned to 100% of the NVACS for Science.	The formative and summative assessments are aligned to 75-99% of the NVACS for Science.	The formative and summative assessments are aligned to 50-74% of the NVACS for Science.	The formative and summative assessments are aligned to 25-49% of the NVACS for Science.	The formative and summative assessments do not align to the NVACS for Science.
Both formative and summative assessments provide four or more opportunities for self, peer, and teacher feedback consistently throughout the material.	Both formative and summative assessments provide at least three opportunities for self, peer, and teacher feedback consistently throughout the material.	Both formative and summative assessments provide at least two opportunities for self, peer, and teacher feedback consistently throughout the material.	Both formative and summative assessments provide at least one opportunity for self, peer, and teacher feedback consistently throughout the material.	Formative and summative assessments do not provide opportunities for self, peer, and teacher feedback consistently throughout the material.

TOTAL SCORE/POINTS POSSIBLE (0-16)   **/16**

Exceeds (16 points)
Meets (12-15 points)
Developing (8-11)
Limited (4-7)
Does Not Meet (0-3)

Category 4: Teacher Instructional Resources which Support NVACS for Science

Exceeds = 4	Meets = 3	Developing = 2	Limited = 1	Not Present = 0
Four or more language practices are consistently utilized and embedded throughout the material to support students to develop grade-appropriate, subject-specific technical language.	At least three language practices are consistently utilized and embedded throughout the material to support students to develop grade-appropriate, subject-specific technical language.	At least two language practices are consistently utilized and embedded throughout the material to support students to develop grade-appropriate, subject-specific technical language.	At least one language practices are consistently utilized and embedded throughout the material to support students to develop grade-appropriate, subject-specific technical language.	No language practices are utilized and embedded in the material to support students to develop grade-appropriate, subject-specific technical language.
Four or more teacher resources include pedagogical background information (including relevant, contemporary research) to help teachers support **all** students throughout the instructional material.	At least three teacher resources include pedagogical background information (including relevant, contemporary research) to help teachers support **all** students throughout the instructional material.	At least two teacher resources include pedagogical background information (including relevant, contemporary research) to help teachers support **all** students throughout the instructional material.	At least one teacher resource includes pedagogical background information (including relevant, contemporary research) to help teachers support **all** students throughout the instructional material.	No teacher resources include pedagogical background information (including relevant, contemporary research) to help teachers support **all** students throughout the instructional material.
Teacher resources include four or more instructional strategies, digital tools, and/or media examples to deepen student learning consistently throughout the material.	Teacher resources include at least three instructional strategies, digital tools, and/or media examples to deepen student learning consistently throughout the material.	Teacher resources include at least two instructional strategies, digital tools, and/or media examples to deepen student learning consistently throughout the material.	Teacher resources include only one instructional strategy, digital tool, and/or media example to deepen student learning consistently throughout the material.	Teacher resources do not include instructional strategies, digital tools, and/or media examples to deepen student learning.
Instructional materials are made accessible to **all** students by providing four or more supports AND scaffolds throughout the materials (Supports include: differentiated reading material, language needs, etc., Scaffolds include: prompts, sentence frames, graphic organizers, anchor charts, etc.).	Instructional materials are made accessible to **all** students by providing at least three supports AND scaffolds (Supports include: differentiated reading material, language needs, etc., Scaffolds include: prompts, sentence frames, graphic organizers, anchor charts, etc.).	Instructional materials are made accessible to **all** students by providing at least two supports AND scaffolds (Supports include: differentiated reading material, language needs, etc., Scaffolds include: prompts, sentence frames, graphic organizers, anchor charts, etc.).	Instructional materials are made accessible to **all** students by providing only one support AND scaffold (Supports include: differentiated reading material, language needs, etc., Scaffolds include: prompts, sentence frames, graphic organizers, anchor charts, etc.).	Instructional materials are not made accessible to **all** students and no supports or scaffolds are provided. (Supports include: differentiated reading material, language needs, etc., Scaffolds include: prompts, sentence frames, graphic organizers, anchor charts, etc.).

TOTAL SCORE/POINTS POSSIBLE (0-16)   **/16**

Exceeds (16 points)
Meets (12-15 points)
Developing (8-11)
Limited (4-7)
Does Not Meet (0-3)

Category 1: Designed for NVACS for Science

Criteria	Evidence	Reasoning
1. Material supports **all** students in building understanding of AND using grade-level Science and Engineering Practices (SEPs) of the NVACS for Science that are deliberately selected to aid student sense-making of phenomena, student's scientific questions, and/or designing of solutions ❏ Students engage in using the SEPs (including hands-on experiences) throughout the material and not only after information was provided. ❏ Students engage in a sufficient number of SEP elements throughout each unit/topic in the material. ❏ Students engage in building upon and/or using each SEP for a sufficient amount of time (as needed based on the elemental levels of the SEP at grade-level) throughout the instructional materials. ❏ Students engage in building upon and/or using each SEP for a sufficient amount of time (as needed based on the elemental levels of the SEP at grade-level) throughout the instructional materials. ❏ The SEPs that are claimed by the material match the evidence of SEP development and use by the students found within the material. ❏ The main intent of the SEP elements with which students are engaging in service of student sense-making of phenomena, scientific questions, and/or designing solutions to problems.		

Criteria	Evidence	Reasoning
2. Material supports **all** students in building understanding of AND using grade-level Disciplinary Core Ideas (DCIs) of the NVACS for Science that are deliberately selected to aid student sense-making of phenomena, student's scientific questions, and/or designing of solutions. ❏ Science content, whether in print or digital, is accurate and current. ❏ Grade-appropriate based on progressions. ❏ Majority of material is focused on supporting students in using grade-level DCIs based on the elemental levels. ❏ The material gives/provides a limited amount of science content (material) which is extraneous to the grade-level DCIs. ❏ If engineering is a learning focus, it must be integrated with developing additional disciplinary core ideas from physical, life, and/or earth and space sciences.		
3. Material supports **all** students in building understanding of AND using grade-level Crosscutting Concepts (CCCs) of the NVACS for Science that are deliberately selected to aid student sense-making of phenomena, student's scientific questions, and/or designing of solutions. ❏ Students engage in using the CCCs throughout the material as a lens or language framework to explain and communicate their thinking and understanding. ❏ Students engage in a sufficient		

Criteria	Evidence	Reasoning
number of CCC elements throughout each unit/topic in the material. ❏ Students engage in building upon and/or using each CCC for a sufficient amount of time (as needed based on the elemental levels of the CCC at grade-level) throughout the instructional materials. ❏ The CCCs that are claimed by the material match the evidence of CCC development and use by the students found within the material. ❏ The main intent of the CCC elements with which students are engaging in service of student sense-making of phenomena, scientific questions, and/or designing solutions to problems.		
4. The material supports all students within and throughout each unit/topic as they engage in the integrated use of practices, disciplinary core ideas, and crosscutting concepts together to make sense of real-world phenomena, their scientific questions, and/or to design solutions to problems. (This is both phenomena and three-dimensional sense-making) ❏ **All** students are figuring out, not just being presented with, phenomena, problems, or scientific questions. ❏ Phenomena, problems, and/or scientific questions found throughout the material are made explicitly relevant and age appropriate (more than bookends for a topic) for **all** students. ❏ Phenomena, problems, and/or scientific questions are authentic and experienced first-hand. ❏ Phenomena, problems, and/or scientific questions require three-		

Criteria	Evidence	Reasoning
dimensional meaning making to "figure out". ❏ **All students** have opportunities for three-dimensional sense making of phenomena, problems, and/or scientific questions. Examples look like: ❏ Material supports students in generating questions and connecting prior experiences related to the phenomenon or problem AND these student questions are used to motivate sense-making and/or problem solving. ❏ Material focus is on supporting students in making sense of phenomena and/or designing solutions to problems.		
5. The material provides a coherent assessment system, which provides assessment opportunities for all students to generate evidence that reveals multi-dimensional understanding and receive feedback from teachers/peers. ❏ Assessment opportunities are equitable both culturally and linguistically. ❏ Assessment opportunities measure student understanding in two or more dimensions. ❏ Instructional materials use a variety of measures and provide multiple assessment opportunities so that students can demonstrate their understanding of the same learning goals in a variety of ways. ❏ Teacher guidance is provided to help interpret student understanding and progress toward learning targets. ❏ Assessment opportunities generate		

Criteria	Evidence	Reasoning
evidence, which could be used for student feedback, in all three dimensions, which is greater than correct or incorrect.		

Category 2: Access and Equity

Criteria	Evidence	Reasoning
1. Grade level appropriate **teacher supports** are provided to guide teachers in making student learning relevant, ways for students to share their experiences, connections to previous experiences, etc.		
2. Provides diverse opportunities for students to represent, share, justify, and revise their thinking with equity of voice consistently throughout the material.		
3. Instructional materials provide appropriate images, text, and activities, which represent the diversity of our current society in a culturally responsive manner throughout the material.		
4. Instructional materials include assurance from publishers agreeing to comply with the most current National Instructional Materials Accessibility Standard (NIMAS) specifications regarding accessible instructional materials.		

Category 3: Assessment

Criteria	Evidence	Reasoning
1. Coherent assessment system that includes multiple opportunities for pre-, embedded formative, summative, and self-assessment tasks to include equitable considerations for culturally and linguistically diverse students throughout a unit/topic and across the material.		
2. Both formative and summative assessments use a variety of task types, to include equitable considerations for culturally and linguistically diverse students, which occur multiple times.		
3. Instructional materials (including formative and summative assessments) are designed to elicit direct, observable evidence to the NVACs for Science from **all** students.		
4. Both formative and summative assessment materials provide explicit support (e.g., sample responses, rubrics, scoring guidelines, etc.) to provide multiple opportunities for self, peer, and teacher feedback.		

Category 4: Teacher Instructional Resources which Support NVACS for Science

Criteria	Evidence	Reasoning
1. Coherent supports to show how each content theme interrelates throughout the material.		
2. Instructional materials provide support for students to develop grade-appropriate, subject-specific specialized language **in context** through classroom discourse. (Language practices are utilized and embedded within instruction and subject-specific specialized language is embedded in the instruction sequence with supports.)		
3. Teacher resources include pedagogical background information (including relevant, contemporary research) to help teachers support **all** students throughout the instructional material.		
4. Teacher resources include a variety of instructional strategies, digital tools, and media to deepen student learning.		
5. Instructional materials are made accessible to **all** students by providing appropriate supports AND scaffolds (Supports include: differentiated reading material, language needs, etc., Scaffolds include: prompts, sentence frames, graphic organizers, anchor charts, etc.).		

Reviewers' Comments:

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INSTRUCTIONAL MATERIALS RUBRIC – SCIENCE

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INSTRUCTIONAL MATERIALS RUBRIC – SCIENCE

Category 1: Aligned to NVACs for Science					
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Materials must measure meets/exceeds in ALL criteria.	**Meet / Does Not Meet**

INSTRUCTIONAL MATERIALS RUBRIC – SCIENCE

Category 2: Access and Equity				
Exceeds = 4	**Meets = 3**	**Developing = 2**	**Limited = 1**	**Not Present = 0**
100% of grade level appropriate **teacher supports** are provided to guide teachers in making student learning relevant, ways for students to share their experiences, connections to previous experiences, draw and connect to language and culture, etc.	75-99% of grade level appropriate teacher supports are provided to guide teachers in making student learning relevant, ways for students to share their experiences, connections to previous experiences, draw and connect to language and culture, etc.	50-74% of grade level appropriate **teacher supports** are provided to guide teachers in making student learning relevant, ways for students to share their experiences, connections to previous experiences, draw and connect to language and culture, etc.	25-49% of grade level appropriate **teacher supports** are provided to guide teachers in making student learning relevant, ways for students to share their experiences, connections to previous experiences, draw and connect to language and culture, etc.	No grade level appropriate **teacher supports** are provided to guide teachers in making student learning relevant, ways for students to share their experiences, connections to previous experiences, draw and connect to language and culture, etc.
Instructional materials are made accessible to **all** students by providing four or more supports AND scaffolds consistently throughout (Supports include: differentiated reading material, language needs, etc., Scaffolds include: prompts, sentence frames, graphic organizers, anchor charts, etc.).	Instructional materials are made accessible to all students by providing at least three supports AND scaffolds consistently throughout (Supports include: differentiated reading material, language needs, etc., Scaffolds include: prompts, sentence frames, graphic organizers, anchor charts, etc.).	Instructional materials are made accessible to all students by providing at least two supports AND scaffolds consistently throughout (Supports include: differentiated reading material, language needs, etc., Scaffolds include: prompts, sentence frames, graphic organizers, anchor charts, etc.).	Instructional materials are made accessible to **all** students by providing only one support AND scaffold (Supports include: differentiated reading material, language needs, etc., Scaffolds include: prompts, sentence frames, graphic organizers, anchor charts, etc.).	Instructional materials are not made accessible to **all** students and no supports or scaffolds are provided. (Supports include: differentiated reading material, language needs, etc., Scaffolds include: prompts, sentence frames, graphic organizers, anchor charts, etc.).
Provides four or more diverse opportunities for students to represent, share, justify, and revise their thinking consistently throughout the material.	Provides at least three diverse opportunities for students to represent, share, justify, and revise their thinking consistently throughout the material.	Provides at least two diverse opportunities for students to represent, share, justify, and revise their thinking consistently throughout the material.	Provides at least one diverse opportunity for students to represent, share, justify, and revise their thinking consistently throughout the material.	Provides no opportunity for students to represent, share, justify, and revise their thinking consistently throughout the material.
Instructional materials provide appropriate images, text, and activities that represent the diversity of our current society in a culturally responsive manner throughout 100% of the material.	Instructional materials provide appropriate images, text, and activities, which represent the diversity of our current society in a culturally responsive manner throughout 75-99% of the material.	Instructional materials provide appropriate images, text, and activities, which represent the diversity of our current society in a culturally responsive manner throughout 50-74% of the material.	Instructional materials provide appropriate images, text, and activities, which represent the diversity of our current society in a culturally responsive manner throughout 25-49% of the material.	Instructional materials provide no appropriate images, text, and activities, which represent the diversity of our current society in a culturally responsive manner throughout the material.

Category 2: Access and Equity				
Exceeds = 4	**Meets = 3**	**Developing = 2**	**Limited = 1**	**Not Present = 0**
Instructional materials include assurance from publishers agreeing to comply with the most current National Instructional Materials Accessibility Standard (NIMAS) specifications regarding accessible instructional materials.	N/A	N/A	N/A	N/A

Materials must measure meets/exceeds in ALL criteria.	Meet /Does Not Meet

INSTRUCTIONAL MATERIALS RUBRIC – SCIENCE

Category 3: Assessment				
Exceeds = 4	**Meets = 3**	**Developing = 2**	**Limited = 1**	**Not Present = 0**
A coherent assessment system that includes four or more opportunities for pre-, embedded formative, summative, and self-assessment tasks to include equitable considerations for culturally and linguistically diverse students consistently throughout the material.	A coherent assessment system that includes at least three opportunities for pre-, embedded formative, summative, and self-assessment tasks to include equitable considerations for culturally and linguistically diverse students consistently throughout the material.	A coherent assessment system that includes at least two opportunities for pre-, embedded formative, summative, and self-assessment tasks to include equitable considerations for culturally and linguistically diverse students consistently throughout the material.	A coherent assessment system that includes at least one opportunity for pre-, embedded formative, summative, and self-assessment tasks to include equitable considerations for culturally and linguistically diverse students consistently throughout the material.	Assessment system includes no opportunities for pre-, embedded formative, summative, and self-assessment tasks to include equitable considerations for culturally and linguistically diverse students consistently throughout the material.
Both formative and summative assessments use four or more task types, to include equitable considerations for culturally and linguistically diverse students consistently throughout the material.	Both formative and summative assessments use at least three task types, to include equitable considerations for culturally and linguistically diverse students consistently throughout the material.	Both formative and summative assessments use at least two task types, to include equitable considerations for culturally and linguistically diverse students consistently throughout the material.	Both formative and summative assessments use at least one task type, to include equitable considerations for culturally and linguistically diverse students consistently throughout the material.	Both formative and summative assessments do not use any task types, to include equitable considerations for culturally and linguistically diverse students consistently throughout the material.
The formative and summative assessments are aligned to 100% of the NVACS for Science.	The formative and summative assessments are aligned to 75-99% of the NVACS for Science.	The formative and summative assessments are aligned to 50-74% of the NVACS for Science.	The formative and summative assessments are aligned to 25-49% of the NVACS for Science.	The formative and summative assessments do not align to the NVACS for Science.
Both formative and summative assessments provide four or more opportunities for self, peer, and teacher feedback consistently throughout the material.	Both formative and summative assessments provide at least three opportunities for self, peer, and teacher feedback consistently throughout the material.	Both formative and summative assessments provide at least two opportunities for self, peer, and teacher feedback consistently throughout the material.	Both formative and summative assessments provide at least one opportunity for self, peer, and teacher feedback consistently throughout the material.	Formative and summative assessments do not provide opportunities for self, peer, and teacher feedback consistently throughout the material.

TOTAL SCORE/POINTS POSSIBLE (0-16) Exceeds (16 points) Meets (12-15 points) Developing (8-11) Limited (4-7) Does Not Meet (0-3)	/16

Category 4: Teacher Instructional Resources which Support NVACS for Science				
Exceeds = 4	**Meets = 3**	**Developing = 2**	**Limited = 1**	**Not Present = 0**
Four or more language practices are consistently utilized and embedded throughout the material to support students to develop grade-appropriate, subject-specific technical language.	At least three language practices are consistently utilized and embedded throughout the material to support students to develop grade-appropriate, subject-specific technical language.	At least two language practices are consistently utilized and embedded throughout the material to support students to develop grade-appropriate, subject-specific technical language.	At least one language practices are consistently utilized and embedded throughout the material to support students to develop grade-appropriate, subject-specific technical language.	No language practices are utilized and embedded in the material to support students to develop grade-appropriate, subject-specific technical language.
Four or more teacher resources include pedagogical background information (including relevant, contemporary research) to help teachers support **all** students throughout the instructional material.	At least three teacher resources include pedagogical background information (including relevant, contemporary research) to help teachers support **all** students throughout the instructional material.	At least two teacher resources include pedagogical background information (including relevant, contemporary research) to help teachers support **all** students throughout the instructional material.	At least one teacher resource includes pedagogical background information (including relevant, contemporary research) to help teachers support **all** students throughout the instructional material.	No teacher resources include pedagogical background information (including relevant, contemporary research) to help teachers support **all** students throughout the instructional material.
Teacher resources include four or more instructional strategies, digital tools, and/or media examples to deepen student learning consistently throughout the material.	Teacher resources include at least three instructional strategies, digital tools, and/or media examples to deepen student learning consistently throughout the material.	Teacher resources include at least two instructional strategies, digital tools, and/or media examples to deepen student learning consistently throughout the material.	Teacher resources include only one instructional strategy, digital tool, and/or media example to deepen student learning consistently throughout the material.	Teacher resources do not include instructional strategies, digital tools, and/or media examples to deepen student learning.
Instructional materials are made accessible to **all** students by providing four or more supports AND scaffolds throughout the materials (Supports include: differentiated reading material, language needs, etc., Scaffolds include: prompts, sentence frames, graphic organizers, anchor charts, etc.).	Instructional materials are made accessible to **all** students by providing at least three supports AND scaffolds (Supports include: differentiated reading material, language needs, etc., Scaffolds include: prompts, sentence frames, graphic organizers, anchor charts, etc.).	Instructional materials are made accessible to **all** students by providing at least two supports AND scaffolds (Supports include: differentiated reading material, language needs, etc., Scaffolds include: prompts, sentence frames, graphic organizers, anchor charts, etc.).	Instructional materials are made accessible to **all** students by providing only one support AND scaffold (Supports include: differentiated reading material, language needs, etc., Scaffolds include: prompts, sentence frames, graphic organizers, anchor charts, etc.).	Instructional materials are not made accessible to **all** students and no supports or scaffolds are provided. (Supports include: differentiated reading material, language needs, etc., Scaffolds include: prompts, sentence frames, graphic organizers, anchor charts, etc.).

TOTAL SCORE/POINTS POSSIBLE (0-16) Exceeds (16 points) Meets (12-15 points) Developing (8-11) Limited (4-7) Does Not Meet (0-3	**/16**

Category 1: Designed for NVACS for Science		
Criteria	**Evidence** (reference the location in materials)	**Reasoning**
1. Material supports **all** students in building understanding of AND using grade-level Science and Engineering Practices (SEPs) of the NVACS for Science that are deliberately selected to aid student sense-making of phenomena, student's scientific questions, and/or designing of solutions ❏ **Students engage in using the SEPs (including hands-on experiences) throughout the material and not only after information was provided.** ❏ **Students engage in a sufficient number of SEP elements throughout each unit/topic in the material.** ❏ **Students engage in building upon and/or using each SEP for a sufficient amount of time (as needed based on the elemental levels of the SEP at grade-level) throughout the instructional materials.** ❏ **Students engage in building upon and/or using each SEP for a sufficient amount of time (as needed based on the elemental levels of the SEP at grade-level) throughout the instructional materials.** ❏ **The SEPs that are claimed by the material match the evidence of SEP development and use by the students found within the material.** ❏ **The main intent of the SEP elements with which students are engaging in service of student sense-making of phenomena, scientific questions, and/or designing solutions to problems.**	Forces and Interactions **Planning and Carrying Out Investigations** Grade 3 Module 1: The Ultimate Playground M1_DQ1 TE p.47 M1_DQ2 TE p.109 Grade 3 Module 1: The Ultimate Playground M1_DQ3 TE p.151 **Asking Questions and Defining Problems** Grade 3 Module 1: The Ultimate Playground M1_DQ4 TE p.195 Benchmark Assessment: What are Magnetic Forces? **Key Resources** DQ5_Benchmark Assessment Magnetite Film Leveled Reader: Roller Coaster Ride Grade 3 Module 1: The Ultimate Playground M1_DQ5 TE p.231 Inheritance and Variation of Traits: Life Cycles and Traits **Developing and Using Models** Grade 3 Module 2: Welcome to the Biodome M2_DQ1 TE p.1 **Key Resources** DQ1_L4 Life Cycles interactive (birds) DQ1_L7 Life Cycles interactive (reptiles) DQ1_L9 Life Cycles interactive (amphibians) **Engaging in Argument from Evidence** Grade 3 Module 2: Welcome to the Biodome M2_DQ4 TE p.187 **Analyzing and interpreting data** Grade 3 Module 2: Welcome to the Biodome	1 -- Asking Questions and Defining Problems 2 -- Planning and Carrying Out Investigations 3-- Analyzing and Interpreting Data 4-- Developing and Using Models 5-- Constructing Explanations and Designing Solutions Ss engage in the NVACSS SEPs above. Students are presented with problems rather identifying them via exploration. Ss plans and carry out data and do some interpretation. This material would be stronger if the models, explanation possibilities and solution possibilities were more discoverable rather than presented to the Ss.

M2_DQ2 TE p.83
M2_DQ3 TE p.135
Key Resources
DQ2_L1 Matching Young with Parents interactive

Constructing Explanations and Designing Solutions
Grade 3 Module 3: How To Survive an Ice Age
M3_DQ1 TE p.1
M3_DQ2 TE p.49
M3_DQ3 TE p.109
Leveled Reader: Surviving in Different Environments

Grade 3 Module 2: Welcome to the Biodome
M2_DQ3 TE p.135

Interdependent Relationships in Ecosystems
Engaging in Argument from Evidence
Grade 3 Module 3: How To Survive an Ice Age
M3_DQ2 TE p.49
M3_DQ4 TE p.155
Leveled Reader: Surviving in Different Environments

Grade 3 Module 3: How To Survive an Ice Age
M3_DQ4 TE p.155
Leveled Reader: Surviving in Different Environments
Benchmark Assessment: A Year Without Summer
Eruption of Mount Tambora visual

Analyzing and Interpreting Data
Grade 3 Module 3: How To Survive an Ice Age
M3_DQ2 TE p.49
M3_DQ3 TE p.109

	Key Resources DQ2_L3 Paleontologists video Weather and Climate **Analyzing and Interpreting Data** Grade 3 Module 4: Weather Warning HQ M4_DQ1 TE p.1 M4_DQ2 TE p.69 **Key Resources** DQ2_L2 Weather Data Bar Graphs interactive DQ2_L2 Weather Warning HQ—On the Move, Part 1 video DQ2_L3 Weather Warning HQ—On the Move, Part 2 video DQ2_L4 Weather Warning HQ—On the Move, Part 3 video Benchmark Assessment: How Does Weather Impact My Community? **Obtaining, Evaluating, and Communicating Information** Grade 3 Module 4: Weather Warning HQ M4_DQ3 TE p.114 **Key Resources** DQ3_L2 Weather Warning HQ—Ice Fishing video DQ3_L2 Climate in the Polar Zones text TB pp.54–58 DQ3_L3 The Temperate Zones TB pp.60–62 DQ3_L4 The Equator video	
2. Material supports **all** students in building understanding of AND using grade-level Disciplinary Core Ideas (DCIs) of the NVACS for Science that are deliberately selected to aid student sense-making of phenomena, student's scientific questions, and/or designing of solutions. ❑ **Science content, whether in print or digital, is accurate and current.** ❑ **Grade-appropriate based on progressions.**	Forces and Interactions PS2.A Grade 3 Module 1: The Ultimate Playground M1_DQ1 TE p.47 M1_DQ2 TE p.109 **Key Resources** DQ1_L4 What Is a Force? video DQ1_L4 Gravity video Leveled Reader: Roller Coaster Ride Grade 3 Module 1: The Ultimate Playground	PS2.A: Forces and Motion PS2.B: Types of Interactions LS2.C: Ecosystem Dynamics, Functioning, and Resilience LS2.D: Social Interactions and Group Behavior LS4.A: Evidence of Common Ancestry and Diversity LS4.C: Adaptation LS4.D: Biodiversity and Humans

❏ **Majority of material is focused on supporting students in using grade-level DCIs based on the elemental levels.** ❏ **The material gives/provides a limited amount of science content (material) which is extraneous to the grade-level DCIs.** ❏ **If engineering is a learning focus, it must be integrated with developing additional disciplinary core ideas from physical, life, and/or earth and space sciences.**	M1_DQ3 TE p.151 M1_DQ5 TE p.231 Leveled Reader: Roller Coaster Ride PS2.B Grade 3 Module 1: The Ultimate Playground M1_DQ4 TE p.195 Benchmark Assessment: What are Magnetic Forces? **Key Resources** DQ5_Benchmark Assessment Magnetite Film Leveled Reader: Roller Coaster Ride Inheritance and Variation of Traits: Life Cycles and Traits LS1.B Grade 3 Module 2: Welcome to the Biodome M2_DQ1 TE p.1 M2_DQ2 TE p.83 M2_DQ3 TE p.135 **Key Resources** DQ1_L5 Germination video DQ1_L6 Life Cycle of an Oak Tree video DQ1_L8 Splash Tetra video DQ1_L9 Frog Life Cycle Read-Aloud DQ1_L9 What Is a Life Cycle? video DQ1_L10 Tufted Capuchin video **LS2.D** Grade 3 Module 2: Welcome to the Biodome M2_DQ4 TE p.187 **Key Resources** DQ4_L4 Birds of a Feather video DQ4_L3 Bison Herd video Leveled Reader: Life Cycles **LS3.A** Grade 3 Module 2: Welcome to the Biodome M2_DQ2 TE p.83 M2_DQ3 TE p.135	LS1.B: Growth and Development of Organisms LS3.A: Inheritance of Traits LS3.B: Variation of Traits LS4.B: Natural Selection ESS2.D: Weather and Climate ESS3.B: Natural Hazards These instructional materials cover the grade-level DCIs and the engineering core ideas. This material would be stronger if engineering threaded throughout all the DCIs.

Grade 3 Module 3: How To Survive an Ice Age
M3_DQ1 TE p.1
M3_DQ2 TE p.49
M3_DQ3 TE p.109

Key Resources
DQ1_L3 Traits—Odd One Out video
DQ1_L4 Why Are Flamingos Pink? Video
DQ1_I4 Young Caimans video

LS3.B
Key Resources
DQ2_L1 Matching Young with Parents interactive
DQ2_L3 Savanna video
DQ2_L6 Reproduction video
Benchmark Assessment: Life cycles and Traits

LS4.A
Grade 3 Module 3: How To Survive an Ice Age
M3_DQ2 TE p.49
M3_DQ3 TE p.109

Key Resources
DQ2_L3 Paleontologists video

LS4.B
Grade 3 Module 2: Welcome to the Biodome
M2_DQ3 TE p.135

Interdependent Relationships in Ecosystems
LS4.C
Grade 3 Module 3: How To Survive an Ice Age
M3_DQ2 TE p.49
M3_DQ4 TE p.155

Key Resources
DQ2_L4 The Arctic Tundra Environment video
Burmese Python video
DQ4_L2 California's Field Mustard text TB

	pp.78–80 Leveled Reader: Surviving in Different Environments **LS2.C** Grade 3 Module 3: How To Survive an Ice Age M3_DQ3 TE p.109 M3_DQ4 TE p.155 Leveled Reader: Surviving in Different Environments Weather and Climate **ESS2.D** Grade 3 Module 4: Weather Warning HQ M4_DQ1 TE p.1 M4_DQ2 TE p.69 Leveled Reader: Weather Hazards Grade 3 Module 4: Weather M4_DQ2 TE p.69 M4_DQ3 TE p.114 **Key Resources** DQ3_L1 Climate video DQ3_L2 Weather Warning HQ—Ice Fishing video DQ3_L2 Climate in the Polar Zones text TB pp.54–58 DQ3_L3 The Temperate Zones TB pp.60–62 DQ3_L4 The Equator video Leveled Reader: Weather Hazards **ESS3.B** Grade 3 Module 4: Weather Warning HQ M4_DQ4 TE p.151 Leveled Reader: Weather Hazards	
3. Material supports **all** students in building understanding of AND using grade-level Crosscutting Concepts (CCCs) of the NVACS for Science that are deliberately selected to aid student sense-making of phenomena, student's scientific questions, and/or designing of solutions.	CCC 1 Grade 3 Module 1: The Ultimate Playground M1_DQ1 TE p.47 M1_DQ2 TE p.109 **Key Resources** Leveled Reader: Roller Coaster Ride Grade 3 Module 1: The Ultimate Playground	1 -- Cause and Effect 2 - Patterns 3 – Scale, Proportion, and Quantity 4 - Systems and System Models Grade level CCCs are covered

❏ **Students engage in using the CCCs throughout the material as a lens or language framework to explain and communicate their thinking and understanding.** ❏ **Students engage in a sufficient number of CCC elements throughout each unit/topic in the material.** ❏ **Students engage in building upon and/or using each CCC for a sufficient amount of time (as needed based on the elemental levels of the CCC at grade-level) throughout the instructional materials.** ❏ **The CCCs that are claimed by the material match the evidence of CCC development and use by the students found within the material.** ❏ **The main intent of the CCC elements with which students are engaging in service of student sense-making of phenomena, scientific questions, and/or designing solutions to problems.**	M1_DQ4 TE p.195 Benchmark Assessment: What are Magnetic Forces? **Key Resources** DQ5_Benchmark Assessment Magnetite Film Leveled Reader: Roller Coaster Ride Grade 3 Module 2: Welcome to the Biodome M2_DQ4 TE p.187 Leveled Reader: Life Cycles Grade 3 Module 2: Welcome to the Biodome M2_DQ3 TE p.135 Leveled Reader: Life Cycles Grade 3 Module 3: How To Survive an Ice Age M3_DQ2 TE p.49 M3_DQ4 TE p.155 Leveled Reader: Surviving in Different Environments CCC 2 Grade 3 Module 1: The Ultimate Playground M1_DQ3 TE p.151 M1_DQ5 TE p.231 Leveled Reader: Roller Coaster Ride Grade 3 Module 2: Welcome to the Biodome M2_DQ1 TE p.1 M2_DQ3 TE p.135 Leveled Reader: Life Cycles Grade 3 Module 2: Welcome to the Biodome M2_DQ2 TE p.83 M2_DQ3 TE p.135 Leveled Reader: Life Cycles Grade 3 Module 3: How To Survive an Ice Age M3_DQ1 TE p.1 M3_DQ2 TE p.49 M3_DQ3 TE p.109	throughout this material. The cause and effect, patterns, etc. are presented to the students. This material would be stronger if students were not just asked to make observations but to explain how they see phenomena in the given context.

	Leveled Reader: Surviving in Different Environments CCC 3 Grade 3 Module 3: How To Survive an Ice Age M3_DQ3 TE p.109 **Key Resources** DQ3_L3 Ice Age Survival interactive DQ3_L3 End of the Ice Age video CCC 4 Grade 3 Module 3: How To Survive an Ice Age M3_DQ3 TE p.109 M3_DQ4 TE p.155 Leveled Reader: Surviving in Different Environments	
4. The material supports all students within and throughout each unit/topic as they engage in the integrated use of practices, disciplinary core ideas, and crosscutting concepts together to make sense of real-world phenomena, their scientific questions, and/or to design solutions to problems. (This is both phenomena and three-dimensional sense-making) ❏ **All** students are figuring out, not just being presented with, phenomena, problems, or scientific questions. ❏ Phenomena, problems, and/or scientific questions found throughout the material are made explicitly relevant and age appropriate (more than bookends for a topic) for **all** students. ❏ Phenomena, problems, and/or scientific questions are authentic and experienced first-hand. ❏ Phenomena, problems, and/or scientific questions require three-dimensional meaning making to "figure out".		

❏ **All students** have opportunities for three-dimensional sense making of phenomena, problems, and/or scientific questions. Examples look like: ❏ Material supports students in generating questions and connecting prior experiences related to the phenomenon or problem AND these student questions are used to motivate sense-making and/or problem solving. ❏ Material focus is on supporting students in making sense of phenomena and/or designing solutions to problems.		
5. The material provides a coherent assessment system, which provides assessment opportunities for all students to generate evidence that reveals multi-dimensional understanding and receive feedback from teachers/peers. ❏ Assessment opportunities are equitable both culturally and linguistically. ❏ Assessment opportunities measure student understanding in two or more dimensions. ❏ Instructional materials use a variety of measures and provide multiple assessment opportunities so that students can demonstrate their understanding of the same learning goals in a variety of ways. ❏ Teacher guidance is provided to help interpret student understanding and progress toward learning targets. ❏ Assessment opportunities generate evidence, which could be used for student feedback, in all three dimensions, which is greater than correct or incorrect.		
6.		

Category 2: Access and Equity

Criteria	Evidence	Reasoning
1. Grade level appropriate **teacher supports** are provided to guide teachers in making student learning relevant, ways for students to share their experiences, connections to previous experiences, etc.	SEE ABOVE SEP AND DCI EVIDENCE	There is framework provided within these resources that provides teachers the opportunity to make learning accessible to every student and provide ways for students to share their experiences.
2. Provides diverse opportunities for students to represent, share, justify, and revise their thinking with equity of voice consistently throughout the material.	SEE ABOVE SEP AND DCI EVIDENCE	This instructional material provides students a myriad of opportunities to present their thinking via interactive and journal-base resources. This instructional material addresses student some language needs and scaffolds. The material would be stronger is more differentiated readings were provided.
3. Instructional materials provide appropriate images, text, and activities, which represent the diversity of our current society in a culturally responsive manner throughout the material.	SEE ABOVE SEP AND DCI EVIDENCE	These resources provide opportunities for students to make connections to previous experiences, with some access to the cultural landscape of our Ss. However, more attention to the equity of voice, especially from the student perspective, would make this material stronger.
4. Instructional materials include assurance from publishers agreeing to comply with the most current National Instructional Materials Accessibility Standard (NIMAS) specifications regarding accessible instructional materials.		

Category 3: Assessment

Criteria	Evidence	Reasoning
1. Coherent assessment system that includes multiple opportunities for pre-, embedded formative, summative, and self-assessment tasks to include equitable considerations for culturally and linguistically diverse students throughout a unit/topic and across the material.		
2. Both formative and summative assessments use a variety of task types, to include equitable considerations for culturally and linguistically diverse students, which occur multiple times		
3. Instructional materials (including formative and summative assessments) are designed to elicit direct, observable evidence to the NVACs for Science from **all** students.		
4. Both formative and summative assessment materials provide explicit support (e.g., sample responses, rubrics, scoring guidelines, etc.) to provide multiple opportunities for self, peer, and teacher feedback.		

Category 4: Teacher Instructional Resources which Support NVACS for Science

Criteria	Evidence	Reasoning
1. Coherent supports to show how each content theme interrelates throughout the material.		
2. Instructional materials provide support for students to develop grade-appropriate, subject-specific specialized language **in context** through classroom discourse. (Language practices are utilized and embedded within instruction and subject-specific specialized language is embedded in the instruction sequence with supports.)		
3. Teacher resources include pedagogical background information (including relevant, contemporary research) to help teachers support **all** students throughout the instructional material.		
4. Teacher resources include a variety of instructional strategies, digital tools, and media to deepen student learning.		
5. Instructional materials are made accessible to **all** students by providing appropriate supports AND scaffolds (Supports include: differentiated reading material, language needs, etc., Scaffolds include: prompts, sentence frames, graphic organizers, anchor charts, etc.).		

Reviewers' Comments:

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INSTRUCTIONAL MATERIALS RUBRIC – SCIENCE

Nevada Instructional Materials are reviewed and approved by the Nevada State Board of Education. These instructional materials do not constitute a comprehensive curriculum. Rather, they stand as starting place for collaborative content teams to develop lessons, units of instruction, aligned assignments, and common assessments that will prepare every Nevada student to be college, career, civic, and community ready.

Our Vision

All students and teachers in Nevada will have access to the highest-quality instructional materials that will help improve student-learning outcomes in all content areas**.**

The purpose of instructional materials is to be the tools that provide students with positive learning experiences enhanced over time and to facilitate a deeper understanding of the educational content. In response, Nevada educators collaborated in order to create an instructional materials adoption process that will provide all of our students the instruments to access, examine, and provide analysis to any area of content without limitations predetermined by race, gender, ethnicity, language, exceptionality, sexual determination, or family background/ income.

Adoption Process

For all content areas, the adoption process starts with vendors submitting materials for review as put forth by a Request for Information (RFI) issued by the Nevada Department of Education (NDE). The instructional materials submitted will first have an internal review conducted by NDE staff as per the RFI.

All submitted materials will be reviewed by the Nevada Instructional Materials Steering Committee (NIMSC). The NIMSC is made up of instructional materials leads from Nevada's school districts and have the charge of receiving, reviewing and making recommendations regarding the adoption of all instructional materials that drive instruction in the classroom.

Content Areas of Focus

Content areas of focus are the areas of instruction on which materials received by the NIMSC will focus. The NIMSC will designate no more than two content areas of focus every school year. Content areas of focus will always concentrate on grades kindergarten through grade 12.

Instructional Materials Rubric Process

The evaluation process for all instructional materials will include a material checklist complimenting a comprehensive rubric for scoring. The rubric has multiple categories for each content of review. The first category evaluates alignment to the Nevada Academic Content Standards and the overall score for category one must meet or exceed the criteria in order to continue in the review process. Additionally, category two evaluates the access and equity of a given instruction material; and this category must also meet or exceed the criteria in the review process. If the material fails either of the first two categories, the material can be resubmitted at the next review cycle for that content area. Vendors have 30 days to provide in writing that they would be participating in the rebuttal process for their submission.

INSTRUCTIONAL MATERIALS RUBRIC – SCIENCE

This evaluation process includes a checklist that outlines the criteria that must be evident in the material. Each category includes required elements that must be documented and supported within the columns labeled evidence and reasoning, respectively. The two documents must be used conjointly to evaluate and determine the overall score for the instructional material.

Please refer to The Nevada Department of Education webpage for details regarding this process.

INSTRUCTIONAL MATERIALS RUBRIC – SCIENCE

Category 1: Aligned to NVACs for Science					
Criteria	Exceeds = 4	Meets = 3	Developing = 2	Limited = 1	Not Present = 0
Science and Engineering Practices (SEPs)	Instructional material is 100% aligned to the SEPs	Instructional material is 75-99% aligned to the SEPs	Instructional material is 50-74% aligned to the SEPs	Instructional material is 25-49% aligned to the SEPs	No alignment to the SEPs
Disciplinary Core Ideas (DCIs)	Instructional material is 100% aligned to the DCIs	Instructional material is 75-99% aligned to the DCIs	Instructional material is 50-74% aligned to the DCIs	Instructional material is 25-49% aligned to the DCIs	No alignment to the DCIs
Crosscutting Concepts (CCCs)	Instructional material is 100% aligned to the CCCs	Instructional material is 75-99% aligned to the CCCs	Instructional material is 50-74% aligned to the CCCs	Instructional material is 25-49% aligned to the CCCs	No alignment to the CCCs

Materials must measure meets/exceeds in ALL criteria.	Meet / Does Not Meet

INSTRUCTIONAL MATERIALS RUBRIC – SCIENCE

Category 2: Access and Equity				
Exceeds = 4	**Meets = 3**	**Developing = 2**	**Limited = 1**	**Not Present = 0**
100% of grade level appropriate **teacher supports** are provided to guide teachers in making student learning relevant, ways for students to share their experiences, connections to previous experiences, draw and connect to language and culture, etc.	75-99% of grade level appropriate teacher supports are provided to guide teachers in making student learning relevant, ways for students to share their experiences, connections to previous experiences, draw and connect to language and culture, etc.	50-74% of grade level appropriate **teacher supports** are provided to guide teachers in making student learning relevant, ways for students to share their experiences, connections to previous experiences, draw and connect to language and culture, etc.	25-49% of grade level appropriate **teacher supports** are provided to guide teachers in making student learning relevant, ways for students to share their experiences, connections to previous experiences, draw and connect to language and culture, etc.	No grade level appropriate **teacher supports** are provided to guide teachers in making student learning relevant, ways for students to share their experiences, connections to previous experiences, draw and connect to language and culture, etc.
Instructional materials are made accessible to **all** students by providing four or more supports AND scaffolds consistently throughout (Supports include: differentiated reading material, language needs, etc., Scaffolds include: prompts, sentence frames, graphic organizers, anchor charts, etc.).	Instructional materials are made accessible to all students by providing at least three supports AND scaffolds consistently throughout (Supports include: differentiated reading material, language needs, etc., Scaffolds include: prompts, sentence frames, graphic organizers, anchor charts, etc.).	Instructional materials are made accessible to all students by providing at least two supports AND scaffolds consistently throughout (Supports include: differentiated reading material, language needs, etc., Scaffolds include: prompts, sentence frames, graphic organizers, anchor charts, etc.).	Instructional materials are made accessible to **all** students by providing only one support AND scaffold (Supports include: differentiated reading material, language needs, etc., Scaffolds include: prompts, sentence frames, graphic organizers, anchor charts, etc.).	Instructional materials are not made accessible to **all** students and no supports or scaffolds are provided. (Supports include differentiated reading material, language needs, etc., Scaffolds include: prompts, sentence frames, graphic organizers, anchor charts, etc.).
Provides four or more diverse opportunities for students to represent, share, justify, and revise their thinking consistently throughout the material.	Provides at least three diverse opportunities for students to represent, share, justify, and revise their thinking consistently throughout the material.	Provides at least two diverse opportunities for students to represent, share, justify, and revise their thinking consistently throughout the material.	Provides at least one diverse opportunity for students to represent, share, justify, and revise their thinking consistently throughout the material.	Provides no opportunity for students to represent, share, justify, and revise their thinking consistently throughout the material.
Instructional materials provide appropriate images, text, and activities that represent the diversity of our current society in a culturally responsive manner throughout 100% of the material.	Instructional materials provide appropriate images, text, and activities, which represent the diversity of our current society in a culturally responsive manner throughout 75-99% of the material.	Instructional materials provide appropriate images, text, and activities, which represent the diversity of our current society in a culturally responsive manner throughout 50-74% of the material.	Instructional materials provide appropriate images, text, and activities, which represent the diversity of our current society in a culturally responsive manner throughout 25-49% of the material.	Instructional materials provide no appropriate images, text, and activities, which represent the diversity of our current society in a culturally responsive manner throughout the material.

Category 2: Access and Equity				
Exceeds = 4	**Meets = 3**	**Developing = 2**	**Limited = 1**	**Not Present = 0**
Instructional materials include assurance from publishers agreeing to comply with the most current National Instructional Materials Accessibility Standard (NIMAS) specifications regarding accessible instructional materials.	N/A	N/A	N/A	N/A

Materials must measure meets/exceeds in ALL criteria.	**Meet /Does Not Meet**

INSTRUCTIONAL MATERIALS RUBRIC – SCIENCE

Category 3: Assessment				
Exceeds = 4	**Meets = 3**	**Developing = 2**	**Limited = 1**	**Not Present = 0**
A coherent assessment system that includes four or more opportunities for pre-, embedded formative, summative, and self-assessment tasks to include equitable considerations for culturally and linguistically diverse students consistently throughout the material.	A coherent assessment system that includes at least three opportunities for pre-, embedded formative, summative, and self-assessment tasks to include equitable considerations for culturally and linguistically diverse students consistently throughout the material.	A coherent assessment system that includes at least two opportunities for pre-, embedded formative, summative, and self-assessment tasks to include equitable considerations for culturally and linguistically diverse students consistently throughout the material.	A coherent assessment system that includes at least one opportunity for pre-, embedded formative, summative, and self-assessment tasks to include equitable considerations for culturally and linguistically diverse students consistently throughout the material.	Assessment system includes no opportunities for pre-, embedded formative, summative, and self-assessment tasks to include equitable considerations for culturally and linguistically diverse students consistently throughout the material.
Both formative and summative assessments use four or more task types, to include equitable considerations for culturally and linguistically diverse students consistently throughout the material.	Both formative and summative assessments use at least three task types, to include equitable considerations for culturally and linguistically diverse students consistently throughout the material.	Both formative and summative assessments use at least two task types, to include equitable considerations for culturally and linguistically diverse students consistently throughout the material.	Both formative and summative assessments use at least one task type, to include equitable considerations for culturally and linguistically diverse students consistently throughout the material.	Both formative and summative assessments do not use any task types, to include equitable considerations for culturally and linguistically diverse students consistently throughout the material.
The formative and summative assessments are aligned to 100% of the NVACS for Science.	The formative and summative assessments are aligned to 75-99% of the NVACS for Science.	The formative and summative assessments are aligned to 50-74% of the NVACS for Science.	The formative and summative assessments are aligned to 25-49% of the NVACS for Science.	The formative and summative assessments do not align to the NVACS for Science.
Both formative and summative assessments provide four or more opportunities for self, peer, and teacher feedback consistently throughout the material.	Both formative and summative assessments provide at least three opportunities for self, peer, and teacher feedback consistently throughout the material.	Both formative and summative assessments provide at least two opportunities for self, peer, and teacher feedback consistently throughout the material.	Both formative and summative assessments provide at least one opportunity for self, peer, and teacher feedback consistently throughout the material.	Formative and summative assessments do not provide opportunities for self, peer, and teacher feedback consistently throughout the material.

TOTAL SCORE/POINTS POSSIBLE (0-16) Exceeds (16 points) Meets (12-15 points) Developing (8-11) Limited (4-7) Does Not Meet (0-3)	/16

INSTRUCTIONAL MATERIALS RUBRIC – SCIENCE

Category 4: Teacher Instructional Resources Which Support NVACS for Science				
Exceeds = 4	**Meets = 3**	**Developing = 2**	**Limited = 1**	**Not Present = 0**
Four or more language practices are consistently utilized and embedded throughout the material to support students to develop grade-appropriate, subject-specific technical language.	At least three language practices are consistently utilized and embedded throughout the material to support students to develop grade-appropriate, subject-specific technical language.	At least two language practices are consistently utilized and embedded throughout the material to support students to develop grade-appropriate, subject-specific technical language.	At least one language practices are consistently utilized and embedded throughout the material to support students to develop grade-appropriate, subject-specific technical language.	No language practices are utilized and embedded in the material to support students to develop grade-appropriate, subject-specific technical language.
Four or more teacher resources include pedagogical background information (including relevant, contemporary research) to help teachers support **all** students throughout the instructional material.	At least three teacher resources include pedagogical background information (including relevant, contemporary research) to help teachers support **all** students throughout the instructional material.	At least two teacher resources include pedagogical background information (including relevant, contemporary research) to help teachers support **all** students throughout the instructional material.	At least one teacher resource includes pedagogical background information (including relevant, contemporary research) to help teachers support **all** students throughout the instructional material.	No teacher resources include pedagogical background information (including relevant, contemporary research) to help teachers support **all** students throughout the instructional material.
Teacher resources include four or more instructional strategies, digital tools, and/or media examples to deepen student learning consistently throughout the material.	Teacher resources include at least three instructional strategies, digital tools, and/or media examples to deepen student learning consistently throughout the material.	Teacher resources include at least two instructional strategies, digital tools, and/or media examples to deepen student learning consistently throughout the material.	Teacher resources include only one instructional strategy, digital tool, and/or media example to deepen student learning consistently throughout the material.	Teacher resources do not include instructional strategies, digital tools, and/or media examples to deepen student learning.
Instructional materials are made accessible to **all** students by providing four or more supports AND scaffolds throughout the materials (Supports include: differentiated reading material, language needs, etc., Scaffolds include: prompts, sentence frames, graphic organizers, anchor charts, etc.).	Instructional materials are made accessible to **all** students by providing at least three supports AND scaffolds (Supports include: differentiated reading material, language needs, etc., Scaffolds include: prompts, sentence frames, graphic organizers, anchor charts, etc.).	Instructional materials are made accessible to **all** students by providing at least two supports AND scaffolds (Supports include: differentiated reading material, language needs, etc., Scaffolds include: prompts, sentence frames, graphic organizers, anchor charts, etc.).	Instructional materials are made accessible to **all** students by providing only one support AND scaffold (Supports include: differentiated reading material, language needs, etc., Scaffolds include: prompts, sentence frames, graphic organizers, anchor charts, etc.).	Instructional materials are not made accessible to **all** students and no supports or scaffolds are provided. (Supports include differentiated reading material, language needs, etc., Scaffolds include: prompts, sentence frames, graphic organizers, anchor charts, etc.).

TOTAL SCORE/POINTS POSSIBLE (0-16) Exceeds (16 points) Meets (12-15 points) Developing (8-11) Limited (4-7) Does Not Meet (0-3	**/16**

INSTRUCTIONAL MATERIALS RUBRIC – SCIENCE

Category 1: Designed for NVACS for Science		
Criteria	**Evidence** (reference the location in materials)	**Reasoning**
1. Material supports **all** students in building understanding of AND using grade-level Science and Engineering Practices (SEPs) of the NVACS for Science that are deliberately selected to aid student sense-making of phenomena, student's scientific questions, and/or designing of solutions ❏ Students engage in using the SEPs (including hands-on experiences) throughout the material and not only after information was provided. ❏ Students engage in a sufficient number of SEP elements throughout each unit/topic in the material. ❏ Students engage in building upon and/or using each SEP for a sufficient amount of time (as needed based on the elemental levels of the SEP at grade-level) throughout the instructional materials. ❏ Students engage in building upon and/or using each SEP for a sufficient amount of time (as needed based on the elemental levels of the SEP at grade-level) throughout the instructional materials. ❏ The SEPs that are claimed by the material match the evidence of SEP development and use by the students found within the material. ❏ The main intent of the SEP elements with which students are engaging in service of student sense-making of phenomena, scientific questions, and/or designing solutions to problems.	**Analyzing and Interpreting Data** Grade 5 Module 4: Galactic Guidebook M4_DQ1 TE p.1 M4_DQ3 TE p.71 M4_DQ5 TE p.155 **Key Resources** DQ1_L3 Sunrise Sunset Calculator interactive DQ1_L4 Stargazer interactive DQ3_L2 Stargazer interactive DQ3_L5 Earth in Space video DQ3_L5 Moon Phases and Moon's Orbit video DQ5_L1 Stargazer interactive DQ5_L5 Sun and Shadows video Leveled Reader: Looking to the Stars and Beyond DQ5 Benchmark Assessment: Earth's Daily and Seasonal Patterns **Key Resources** Earth's Motion in the Solar System video **Planning and Carrying Out Investigations** Grade 5 Module 1: Matter Mysteries Hotline M1_DQ2 TE p.99 M1_DQ3 TE p.135 M1_DQ4 TE p.195 M1_DQ5 TE p.235 Leveled Reader: Absolute Zero **Obtaining, Evaluating, and Communicating Information** Grade 5 Module 3: H2O Response Team M3_DQ2 TE p.37 **Key Resources** DQ2_L1 Water Pollution video DQ2_L2 Teeny Greeny video	1 -- Analyzing and Interpreting Data 2 -- Planning and Carrying Out Investigations 3-- Obtaining, Evaluating, and Communicating Information 4-- Developing and Using Models 5-- Constructing Explanations and Designing Solutions 6 – Engaging in Argument from Evidence 7 -- Using Mathematics and Computational Thinking Ss engage in the NVACSS SEPs above. Students are presented with problems rather identifying them via exploration. Ss plans and carry out data and do some interpretation. This material would be stronger if the models, explanation possibilities and solution possibilities were more discoverable rather than presented to the Ss.

DQ2_L3 Living in the Desert video
Leveled Reader: Where's the Water?
DQ5 Benchmark Assessment: Water Pollution

Developing and Using Models
Grade 5 Module 2: Yellowstone Uncovered
M2_DQ2 TE p.29
M2_DQ3 TE p.87
M2_DQ4 TE p.119
M2_DQ5 TE p.151
Key Resources
DQ2_L5 Butterfly's Breakfast video
DQ3_L3 How Plants Make Food video
Classroom Matter Flowchart activity
DQ3_L4 TE pp.112–118
DQ4_L3,L4 TE pp.138–149
DQ5_L3 TE pp.170–177
DQ4_L3 Food Chain video
DQ4_L3 Food Chains interactive
DQ5 Benchmark Assessment: From Matter to Organisms
Leveled Reader: The Galápagos Islands
DQ2_L3 Carnivores video
DQ2_L4 Herbivores of Yellowstone video
DQ2_L5 Yellowstone Food Web video
DQ2_L5 Butterfly's Breakfast video
DQ3_L3 How Plants Make Food video
 Classroom Matter Flowchart activity
DQ3_L4 TE pp.112–118
DQ4_L3,L4 TE pp.138–149
DQ5_L3 TE pp.170–177
DQ4_L3 Food Chain video
DQ4_L3 Food Chains interactive
DQ5 Benchmark Assessment: From Matter to Organisms
Leveled Reader: The Galápagos Islands
Grade 5 Module 3: H2O Response Team
M3_DQ1 TE p.1
M3_DQ2 TE p.37
M3_DQ3 TE p.67
M3_DQ4 TE p.121
Key Resources
DQ2_L1 Watershed Model TE pp.42–49
DQ3_L2 The Atmosphere video
DQ3_L3 The Geosphere video

DQ3_L6 Where Does the Snow Go? video
DQ3_L2 Rain Model TE pp.80–87
DQ3_L5-6 Rainshadow Model TE pp.100–127
DQ4_L1 Pacific Ocean video
DQ4_L3 Why is the Ocean Salty? video
DQ4_L3,L4 Throughout Ocean Salination Model TE
pp.140–149
Leveled Reader: Where's the Water?

Constructing Explanations and Designing Solutions

Engaging in Argument from Evidence

Grade 5 Module 4: Galactic Guidebook
M4_DQ4 TE p.127
Key Resources
DQ4_L2 Gravity investigation TE pp.140–147
DQ4_L3 Gravity video
Leveled Reader: Looking to the Stars and Beyond
Grade 5 Module 2: Yellowstone Uncovered
M2_DQ1 TE p.1
M2_DQ2 TE p.29
M2_DQ5 TE p.151
Key Resources
DQ1_L2 What Plants Need investigation TE pp.14–
19
DQ3_L3 How Plants Make Food video
DQ5_L3 Decomposition video
Leveled Reader: The Galápagos Islands
Grade 5 Module 1: Matter Mysteries Hotline
M1_DQ3 TE p.135
Key Resources
DQ3_L6 Van Helmont investigation set-up TE
pp.176–181
Grade 5 Module 4: Galactic Guidebook
M4_DQ2 TE p.37
M4_DQ3 TE p.71
Key Resources
DQ2_L1 Where are the Stars? Model TE pp.43–47

	DQ2_L3 Star Brightness Model TE pp.54–61 DQ2_L4 Brightness of Stars video Leveled Reader: Looking to the Stars and Beyond Using Mathematics and Computational Thinking Grade 5 Module 3: H2O Response Team M3_DQ1 TE p.1 Leveled Reader: Where's the Water?	
2. Material supports **all** students in building understanding of AND using grade-level Disciplinary Core Ideas (DCIs) of the NVACS for Science that are deliberately selected to aid student sense-making of phenomena, student's scientific questions, and/or designing of solutions. ❏ Science content, whether in print or digital, is accurate and current. ❏ Grade-appropriate based on progressions. ❏ Majority of material is focused on supporting students in using grade-level DCIs based on the elemental levels. ❏ The material gives/provides a limited amount of science content (material) which is extraneous to the grade-level DCIs. ❏ If engineering is a learning focus, it must be integrated with developing additional disciplinary core ideas from physical, life, and/or earth and space sciences.	STRUCTURE AND PROPERTIES OF MATTER PS1.A Grade 5 Module 1: Matter Mysteries Hotline M1_DQ1 TE p.45 M1_DQ3 TE p.135 M1_DQ5 TE p.235 M1_DQ6 TE p.259 Grade 5 Module 1: Matter Mysteries Hotline M1_DQ3 TE p.135 **Key Resources** DQ3_L1 Making Banana Bread activity TB pp.65–66 DQ3_L2 Making Lava Lamps activity TB pp.71–72 DQ3_L4 Investigating Changes activity TB pp.74–77 Benchmark Assessment: What is Matter Made of? Leveled Reader: Absolute Zero Grade 5 Module 1: Matter Mysteries Hotline M1_DQ1 TE p.45 M1_DQ2 TE p.99	PS1.A: Structure and Properties of Matter PS1.B: Chemical Reactions PS3.D: Energy in Chemical Processes and Everyday Life LS1.C: Organization for Matter and Energy Flow in Organisms LS2.A: Interdependent Relationships in Ecosystems LS2.B: Cycles of Matter and Energy Transfer in Ecosystems ESS2.A: Earth Materials and Systems ESS2.C: The Roles of Water in Earth's Surface Processes ESS3.C: Human Impacts on Earth Systems PS2.B: Types of Interactions

	Key Resources DQ1_L1-L4 [Investigating Mystery Materials activity TE](#) pp.52–77 DQ1_L6-7 [Design a Bag activity TE](#) pp.86–97 Throughout DQ2 [Investigating Mystery Substances and Mixtures activities TE](#) pp.104–115 [Leveled Reader: Absolute Zero](#) ## PS1.B Grade 5 Module 1: Matter Mysteries Hotline [M1_DQ3 TE p.135](#) **Key Resources** DQ3_L1 [Making Banana Bread activity TB](#) pp.65–66 DQ3_L2 [Making Lava Lamps activity TB](#) pp.71–72 DQ3_L4 [Investigating Changes activity TB](#) pp.74–77 [Benchmark Assessment: What is Matter Made of?](#) [Leveled Reader: Absolute Zero](#) Grade 5 Module 1: Matter Mysteries Hotline [M1_DQ2 TE p.99](#) [M1_DQ3 TE p.135](#) [M1_DQ4 TE p.195](#) [M1_DQ5 TE p.235](#) **Key Resources** DQ3_L1 [Making Banana Bread activity TB](#) pp.65–66 DQ3_L2 [Making Lava Lamps activity TB](#) pp.71–72 DQ3_L4 [Investigating Changes activity TB](#) pp.74–77 DQ3_L4 [Chemical Reactions video](#) DQ3_L6 [Changing Properties video](#) [Leveled Reader: Absolute Zero](#) Grade 5 Module 4: Galactic Guidebook [M4_DQ4 TE p.127](#) **Key Resources** DQ4_L2 [Gravity investigation](#) TE pp.140–147 DQ4_L3 [Gravity video](#) [Leveled Reader: Looking to the Stars and Beyond](#)	ESS1.A: The Universe and its Stars ESS1.B: Earth and the Solar System NVACSS DCIs: These instructional materials cover the grade-level DCIs and the engineering core ideas. This material would be stronger if engineering threaded throughout all the DCIs.

MATTER AND ENERGY IN ORGANISMS AND ECOSYSTEMS

PS3.D
Grade 5 Module 2: Yellowstone Uncovered

[M2_DQ2 TE p.29](#)
[M2_DQ3 TE p.87](#)
[M2_DQ4 TE p.119](#)
[M2_DQ5 TE p.151](#)

Key Resources
DQ2_L5 [Butterfly's Breakfast video](#)
DQ3_L3 [How Plants Make Food video](#)

LS1.C:
Classroom Matter Flowchart activity

[DQ3_L4 TE pp.112–118](#)
[DQ4_L3,L4 TE pp.138–149](#)
[DQ5_L3 TE pp.170–177](#)
DQ4_L3 [Food Chain video](#)
DQ4_L3 [Food Chains interactive](#)
DQ5 [Benchmark Assessment: From Matter to Organisms](#)
[Leveled Reader: The Galápagos Islands](#)
Grade 5 Module 2: Yellowstone Uncovered

[M2_DQ1 TE p.1](#)
[M2_DQ2 TE p.29](#)
[M2_DQ5 TE p.151](#)

Key Resources
DQ1_L2 [What Plants Need investigation TE](#) pp.14–19
DQ3_L3 [How Plants Make Food video](#)

[Leveled Reader: The Galápagos Islands](#)
Grade 5 Module 1: Matter Mysteries Hotline

[M1_DQ3 TE p.135](#)

Key Resources
DQ3_L6 [Van Helmont investigation set-up TE](#) pp.176–181

LS2.A:
Key Resources

DQ2_L3 Carnivores video
DQ2_L4 Herbivores of Yellowstone video
DQ2_L5 Yellowstone Food Web video
DQ2_L5 Butterfly's Breakfast video
DQ3_L3 How Plants Make Food video

Classroom Matter Flowchart activity
DQ3_L4 TE pp.112–118
DQ4_L3,L4 TE pp.138–149
DQ5_L3 TE pp.170–177

DQ4_L3 Food Chain video
DQ4_L3 Food Chains interactive
DQ5 Benchmark Assessment: From Matter to Organisms

DQ6_L1 Cane Toads video
DQ6_L1 Making Changes to an Ecosystem interactive
DQ6_L2 Wolves in Yellowstone video

Leveled Reader: The Galápagos Islands

LS2.B:
Key Resources
DQ2_L3 Carnivores video
DQ2_L4 Herbivores of Yellowstone video
DQ2_L5 Yellowstone Food Web video
DQ2_L5 Butterfly's Breakfast video
DQ3_L3 How Plants Make Food video

Classroom Matter Flowchart activity
DQ3_L4 TE pp.112–118
DQ4_L3,L4 TE pp.138–149
DQ5_L3 TE pp.170–177

DQ4_L3 Food Chain video
DQ4_L3 Food Chains interactive
DQ5 Benchmark Assessment: From Matter to Organisms

DQ6_L1 Cane Toads video

DQ6_L1 Making Changes to an Ecosystem interactive

DQ6_L2 Wolves in Yellowstone video

Leveled Reader: The Galápagos Islands

EARTH'S SYSTEMS

ESS2.A:
Grade 5 Module 3: H2O Response Team
M3_DQ1 TE p.1
M3_DQ2 TE p.37
M3_DQ3 TE p.67
M3_DQ4 TE p.121

Key Resources
DQ3_L2 The Atmosphere video
DQ3_L3 The Geosphere video
DQ3_L6 Where Does the Snow Go? video
DQ4_L1 Pacific Ocean video
DQ4_L3 Why is the Ocean Salty? video

Leveled Reader: Where's the Water?

ESS2.C:
Grade 5 Module 3: H2O Response Team
M3_DQ1 TE p.1

Leveled Reader: Where's the Water?

ESS3.C:
Grade 5 Module 3: H2O Response Team
M3_DQ1 TE p.1
M3_DQ2 TE p.37
M3_DQ3 TE p.67
M3_DQ5 TE p.169

Key Resources
DQ2_L1 Water Pollution video
DQ2_L2 Teeny Greeny video
DQ2_L3 Living in the Desert video
DQ5_L4 Recycle Your Oil video
DQ5_L1 California's Water Shortages video

Leveled Reader: Where's the Water?

Twig Science Reporter
News Update 03/02/2018
News Update 02/01/2018
News Update 12/14/2017
News Update 12/07/2017

SPACE SYSTEMS: STARS AND THE SOLAR SYSTEM

PS2.B:

ESS1.A:

Grade 5 Module 4: Galactic Guidebook
M4_DQ2 TE p.37
M4_DQ3 TE p.71

Key Resources
DQ2_L1 Where are the Stars? Model TE pp.43–47
DQ2_L3 Star Brightness Model TE pp.54–61
DQ2_L4 Brightness of Stars video

Leveled Reader: Looking to the Stars and Beyond

ESS1.B:

Grade 5 Module 4: Galactic Guidebook
M4_DQ1 TE p.1
M4_DQ3 TE p.71
M4_DQ5 TE p.155

Key Resources
DQ1_L3 Sunrise Sunset Calculator interactive
DQ1_L4 Stargazer interactive
DQ3_L2 Stargazer interactive
DQ3_L5 Earth in Space video
DQ3_L5 Moon Phases and Moon's Orbit video
DQ5_L1 Stargazer interactive
DQ5_L5 Sun and Shadows video

	Leveled Reader: Looking to the Stars and Beyond DQ5 Benchmark Assessment: Earth's Daily and Seasonal Patterns **Key Resources** Earth's Motion in the Solar System video	
3. Material supports **all** students in building understanding of AND using grade-level Crosscutting Concepts (CCCs) of the NVACS for Science that are deliberately selected to aid student sense-making of phenomena, student's scientific questions, and/or designing of solutions. ❑ Students engage in using the CCCs throughout the material as a lens or language framework to explain and communicate their thinking and understanding. ❑ Students engage in a sufficient number of CCC elements throughout each unit/topic in the material. ❑ Students engage in building upon and/or using each CCC for a sufficient amount of time (as needed based on the elemental levels of the CCC at grade-level) throughout the instructional materials. ❑ The CCCs that are claimed by the material match the evidence of CCC development and use by the students found within the material. ❑ The main intent of the CCC elements with which students are engaging in service of student sense-making of phenomena, scientific questions, and/or designing solutions to problems.	**Cause and Effect** Grade 5 Module 4: Galactic Guidebook M4_DQ4 TE p.127 **Key Resources** DQ4_L2 Gravity investigation TE pp.140–147 DQ4_L3 Gravity video Leveled Reader: Looking to the Stars and Beyond **Scale, Proportion, and Quantity** Grade 5 Module 3: H2O Response Team M3_DQ1 TE p.1 Leveled Reader: Where's the Water? Grade 5 Module 4: Galactic Guidebook M4_DQ2 TE p.37 M4_DQ3 TE p.71 **Key Resources** DQ2_L1 Where are the Stars? Model TE pp.43–47 DQ2_L3 Star Brightness Model TE pp.54–61 DQ2_L4 Brightness of Stars video Leveled Reader: Looking to the Stars and Beyond **Energy and Matter** Grade 5 Module 2: Yellowstone Uncovered M2_DQ1 TE p.1 M2_DQ2 TE p.29 M2_DQ5 TE p.151	1 -- Cause and Effect 2 – Scale, Proportion, and Quantity 3 -- Energy and Matter 4 - Systems and System Models 5 -- Patterns Grade level CCCs are covered throughout this material. The cause and effect, patterns, etc. are presented to the students. This material would be stronger if students were not just asked to make observations but to explain how they see phenomena in the given context.

Key Resources

DQ1_L2 What Plants Need investigation TE pp.14–19

DQ3_L3 How Plants Make Food video

Leveled Reader: The Galápagos Islands

Grade 5 Module 1: Matter Mysteries Hotline

M1_DQ3 TE p.135

Key Resources

DQ3_L6 Van Helmont investigation set-up TE pp.176–181

Grade 5 Module 2: Yellowstone Uncovered

M2_DQ2 TE p.29

M2_DQ3 TE p.87

M2_DQ4 TE p.119

M2_DQ5 TE p.151

Key Resources

DQ2_L5 Butterfly's Breakfast video

DQ3_L3 How Plants Make Food video

Classroom Matter Flowchart activity

DQ3_L4 TE pp.112–118

DQ4_L3,L4 TE pp.138–149

DQ5_L3 TE pp.170–177

DQ4_L3 Food Chain video

DQ4_L3 Food Chains interactive

DQ5 Benchmark Assessment: From Matter to Organisms

Leveled Reader: The Galápagos Islands

Systems and System Models

Grade 5 Module 3: H2O Response Team

M3_DQ2 TE p.37

Key Resources

DQ2_L1 Water Pollution video

DQ2_L2 Teeny Greeny video

DQ2_L3 Living in the Desert video

Leveled Reader: Where's the Water?

DQ5 Benchmark Assessment: Water Pollution

Grade 5 Module 3: H2O Response Team

M3_DQ1 TE p.1

M3_DQ2 TE p.37

M3_DQ3 TE p.67

M3_DQ4 TE p.121

Key Resources
DQ2_L1 Watershed Model TE pp.42–49
DQ3_L2 The Atmosphere video
DQ3_L3 The Geosphere video
DQ3_L6 Where Does the Snow Go? video
DQ3_L2 Rain Model TE pp.80–87
DQ3_L5-6 Rainshadow Model TE pp.100–127
DQ4_L1 Pacific Ocean video
DQ4_L3 Why is the Ocean Salty? video
Key Resources
DQ2_L3 Carnivores video
DQ2_L4 Herbivores of Yellowstone video
DQ2_L5 Yellowstone Food Web video
DQ2_L5 Butterfly's Breakfast video
DQ3_L3 How Plants Make Food video

Classroom Matter Flowchart activity
DQ3_L4 TE pp.112–118
DQ4_L3,L4 TE pp.138–149
DQ5_L3 TE pp.170–177

DQ4_L3 Food Chain video
DQ4_L3 Food Chains interactive
DQ5 Benchmark Assessment: From Matter to Organisms

Leveled Reader: The Galápagos Islands

Patterns
Grade 5 Module 4: Galactic Guidebook
M4_DQ1 TE p.1
M4_DQ3 TE p.71
M4_DQ5 TE p.155

Key Resources
DQ1_L3 Sunrise Sunset Calculator interactive
DQ1_L4 Stargazer interactive
DQ3_L2 Stargazer interactive
DQ3_L5 Earth in Space video
DQ3_L5 Moon Phases and Moon's Orbit video
DQ5_L1 Stargazer interactive
DQ5_L5 Sun and Shadows video

	Leveled Reader: Looking to the Stars and Beyond DQ5 Benchmark Assessment: Earth's Daily and Seasonal Patterns **Key Resources** Earth's Motion in the Solar System video	
4. The material supports all students within and throughout each unit/topic as they engage in the integrated use of practices, disciplinary core ideas, and crosscutting concepts together to make sense of real-world phenomena, their scientific questions, and/or to design solutions to problems. (This is both phenomena and three-dimensional sense-making) ❏ **All** students are figuring out, not just being presented with, phenomena, problems, or scientific questions. ❏ Phenomena, problems, and/or scientific questions found throughout the material are made explicitly relevant and age appropriate (more than bookends for a topic) for **all** students. ❏ Phenomena, problems, and/or scientific questions are authentic and experienced first-hand. ❏ Phenomena, problems, and/or scientific questions require three-dimensional meaning making to "figure out". ❏ **All students** have opportunities for three-dimensional sense making of phenomena, problems, and/or scientific questions. Examples look like: ❏ Material supports students in generating questions and connecting prior experiences related to the phenomenon or problem AND these student questions are used to motivate sense-making and/or problem solving.		

❏ Material focus is on supporting students in making sense of phenomena and/or designing solutions to problems.		
5. The material provides a coherent assessment system, which provides assessment opportunities for all students to generate evidence that reveals multi-dimensional understanding and receive feedback from teachers/peers. ❏ Assessment opportunities are equitable both culturally and linguistically. ❏ Assessment opportunities measure student understanding in two or more dimensions. ❏ Instructional materials use a variety of measures and provide multiple assessment opportunities so that students can demonstrate their understanding of the same learning goals in a variety of ways. ❏ Teacher guidance is provided to help interpret student understanding and progress toward learning targets. ❏ Assessment opportunities generate evidence, which could be used for student feedback, in all three dimensions, which is greater than correct or incorrect.		

Category 2: Access and Equity

Criteria	Evidence	Reasoning
1. Grade level appropriate **teacher supports** are provided to guide teachers in making student learning relevant, ways for students to share their experiences, connections to previous experiences, etc.	SEE ABOVE SEP AND DCI EVIDENCE	There is framework provided within these resources that provides teachers the opportunity to make learning accessible to every student and provide ways for students to share their experiences.
2. Provides diverse opportunities for students to represent, share, justify, and revise their thinking with equity of voice consistently throughout the material.	SEE ABOVE SEP AND DCI EVIDENCE	This instructional material provides students a myriad of opportunities to present their thinking via interactive and journal-base resources. This instructional material addresses student some language needs and scaffolds. The material would be stronger is more differentiated readings were provided.
3. Instructional materials provide appropriate images, text, and activities, which represent the diversity of our current society in a culturally responsive manner throughout the material.	SEE ABOVE SEP AND DCI EVIDENCE	These resources provide opportunities for students to make connections to previous experiences, with some access to the cultural landscape of our Ss. However, more attention to the equity of voice, especially from the student perspective, would make this material stronger.
4. Instructional materials include assurance from publishers agreeing to comply with the most current National Instructional Materials Accessibility Standard (NIMAS) specifications regarding accessible instructional materials.		

Category 3: Assessment

Criteria	Evidence	Reasoning
1. Coherent assessment system that includes multiple opportunities for pre-, embedded formative, summative, and self-assessment tasks to include equitable considerations for culturally and linguistically diverse students throughout a unit/topic and across the material.		
2. Both formative and summative assessments use a variety of task types, to include equitable considerations for culturally and linguistically diverse students, which occur multiple times		
3. Instructional materials (including formative and summative assessments) are designed to elicit direct, observable evidence to the NVACs for Science from **all** students.		
4. Both formative and summative assessment materials provide explicit support (e.g., sample responses, rubrics, scoring guidelines, etc.) to provide multiple opportunities for self, peer, and teacher feedback.		

Category 4: Teacher Instructional Resources Which Support NVACS for Science

Criteria	Evidence	Reasoning
1. Coherent supports to show how each content theme interrelates throughout the material.		
2. Instructional materials provide support for students to develop grade-appropriate, subject-specific specialized language **in context** through classroom discourse. (Language practices are utilized and embedded within instruction and subject-specific specialized language is embedded in the instruction sequence with supports.)		
3. Teacher resources include pedagogical background information (including relevant, contemporary research) to help teachers support **all** students throughout the instructional material.		
4. Teacher resources include a variety of instructional strategies, digital tools, and media to deepen student learning.		
5. Instructional materials are made accessible to **all** students by providing appropriate supports AND scaffolds (Supports include: differentiated reading material, language needs, etc., Scaffolds include: prompts, sentence frames, graphic organizers, anchor charts, etc.).		

Reviewers' Comments:

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