

Summarized Rubric Scoring

Classroom Instructional Material Alignment Tool – Science

The purpose of this document is to assist teachers in determining alignment of their Instructional materials being used in the classroom. Effective instructional materials are learning resources used to help students acquire essential knowledge, skills, and abilities as outlined in the standards. This includes print and non-print materials. It may also provide evidence to support your discussion about standards and resources as part of your evaluation.

Title: College Physics Author(s): Serway & Vuille Publisher(s): Cengage Learning Inc.

Grade Level: A.P. Physics grade 11 and 12

Standard(s) addressed in this instructional material: College Board

Instructions: Use the tables below to reflect upon and then determine if the instructional material meets each criteria.

I. Alignment to the Nevada Academic Content Standards (NVACS) – NON NEGOTIABLES

| Criteria | Meets Criteria | | | Evidence |
|---|----------------|----|-----|---|
| | Yes | No | N/A | |
| Targets a set of grade-level NVACS for Science to the full depth of the standards. | X | | | Table of Contents |
| Provides opportunities for students to develop and use specific elements of each of the practice(s), disciplinary core ideas, and cross cutting concepts to make sense of phenomena and/or to design solutions to problems in a three dimensional learning environment. | X | | | Specific A.P. designed ** Questions and end-of-unit assessments. |
| Other: _____ | | | | |

II. Assessment

| Criteria | Meets Criteria | | | Evidence |
|---|----------------|----|-----|----------------------------|
| | Yes | No | N/A | |
| Includes aligned rubrics, answer keys and scoring guidelines that provide sufficient guidance for interpreting student understanding and performance. | X | | | Chapter, Table of contents |
| Assesses various modes, including pre-, formative, summative, performance tasks, and self-assessment measures. | X | | | Same |

| | | | | |
|--|----------|--|--|-------------|
| Provides multiple opportunities for students to demonstrate grade-level performance of practices connected with their understanding of disciplinary core ideas and crosscutting concepts and receive feedback. | X | | | Same |
| Other: _____ | | | | |

II. Instructional Supports

| Criteria | Meets Criteria | | | Evidence |
|---|----------------|----|-----|---|
| | Yes | No | N/A | |
| Uses scientifically accurate and grade appropriate information, phenomena, academic language, terminology and concrete or abstract representations (e.g., pictures, symbols, expressions, equations, graphics, models) to support students three dimensional learning. | X | | | Good Graphics |
| Provides <i>all</i> students with authentic and meaningful opportunities to engage with appropriate grade-level tasks (including appropriate scaffolding) to make sense of the natural world through productive struggle through relevant, thought-provoking questions, problems and tasks that stimulate interest and elicit scientific reasoning. | X | | | Variety of examples and scenarios |
| Provides appropriate context, scaffolding, differentiation, intervention and/or support for all learners. <ul style="list-style-type: none"> • Supports diverse cultural and linguistic backgrounds, interests and styles. • Provides extra supports for students working below grade level. • Provides extensions for students with high interest or working above grade level. | X | | | Online |
| Supports students in making their thinking visible with a mix of instructional strategies (e.g., including models, diagrams, developing and using a range of questions, collaborative discourse). | X | | | |
| Affords students with the opportunity to develop deeper understanding of the practices, disciplinary core ideas, and cross cutting concepts by identify and building on students prior knowledge. | X | | | Critical thinking & clinical application |
| Provides opportunities for students to express, clarify, justify, interpret, and represent their ideas and respond to peer and teacher feedback | X | | | |

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|---|---|--|--|--|
| to make students understanding of the three dimensions clear. | | | | |
| Other: _____ | X | | | |

Summary/Reflection:

Good resource for students

Overall Classroom Instructional Material Meets Criteria Rating: __X_Yes __No __ N/A