

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: Earth Science: Geology, The Environment & The Universe Author(s): Borrero, Hess, Hsu, and others
 Publisher(s): McGraw- Hill School Education

Grade Level: High School Geo Science

Standard(s) addressed in this instructional material: NVACS

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			Book covers full range of content in Geo Science
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			Teacher ideas include cross curriculum boxes, applications, and extensions
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			Self checks, quizzes, & test are provided online
Assesses various modes, including pre-, formative, summative, performance tasks, and self-assessment measures.	X			The book specifies this as progress monitoring w/different types of assessments along the way

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			Labs, assessments, and discourse ideas are given to assess the students.
Other: _____				

III. 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			Terminology for each section is given as well as many different representations.
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			Differentiated instruction ideas are provided, as well as demonstrations and learner activities to increase understanding.
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			The differentiated instruction boxes provide ideas for the various levels of students.
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			Models & diagrams are provided for reference. Topics & questions to stimulate discourse are provided.
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			The book has sections titled Tied to previous knowledge which gives an idea on how to get the student to connect to previous & present learning.
Provides opportunities for students to express, clarify, justify, interpret, and represent their ideas and respond to peer and teacher feedback	X			Ideas for discourse are given as well as guided answers.

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

Summary/Reflection:

Very good book- Great resources, well aligned to standards, good assessments.

Overall Classroom Instructional Material Meets Criteria Rating: __X__Yes __No__ N/A