District Review - Committee Summary

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: Bring Science Alive! Author(s): TCI Publisher(s): TCI Grade Level: K-5

Standard(s) addressed in this instructional material: Full Science

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			
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			
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			
Assesses various modes, including pre-, formative, summative, performance tasks, and self-assessment measures.	X			
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			
Other: _____				

*Based on the EQUIP, IMET, and Publisher's Criteria Review Rubrics for Lessons and Units.

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			
Provides *all* 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			
Provides appropriate context, scaffolding, differentiation, intervention and/or support for all learners. • 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			
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			
Provides opportunities for students to express, clarify, justify, interpret, and represent their ideas and respond to peer and teacher feedback to make students understanding of the three dimensions clear.	X			
Other: _____				

Summary/Reflection:
See Elementary Science Textbook Pilot and Adoption. We used our best teachers to develop our Elementary Science curriculum. These materials are the best fit for the standards, our teachers, and students.

Overall Classroom Instructional Material Meets Criteria Rating: X **Yes** ___ **No** ___ **N/A**

*Based on the EQUIP, IMET, and Publisher's Criteria Review Rubrics for Lessons and Units.