Washoe County School District K-5 Science
2020 Instructional Materials Evaluation Rubric
(Certified Teaching Professional Form)

Category 1: Designed for Three-Dimensional Learning

Criterion 1A: Phenomena and Problems

Instructional materials focus on students making sense of phenomena or designing solutions to problems which drives student learning.

- Students are engaged with phenomena or problems that can be explained or solved through the application of the three-dimensions.
- A good phenomenon builds on everyday student experiences and targets grade appropriate learning goals.
- Anchoring, investigative and everyday phenomena may be present.
- Engineering lessons require students to use elements of the science core ideas together with elements of core ideas from engineering design to solve problems.

Less of this:	**More** of this:
Phenomena are just for the initial hook.	Phenomena drives the learning.
Phenomena are fun or flashy to engage students.	Phenomena that builds on everyday experiences supports engagement.
Phenomena are brought in after students develop the science ideas so they can apply what they learned.	The development of science ideas is anchored in investigations of phenomena.
Engineering problems are unrelated to the science learning.	Engineering involves designing solutions to problems that arise from phenomena.

Examples of Evidence:

- ◊ Photographs of trash washed up on a beach that leads into a unit on waves in 4th grade physical science unit. (A first-hand experience, video, photograph or data set to start a learning sequence that becomes the "why" for further study grounded in everyday student experiences.)
- ◊ A time lapse video of a badger decomposing is shown to start a life science unit on matter and energy in ecosystems. Students return to the video throughout to explain what is happening.
- ◊ Garbage from the lunchroom is examined to start a unit on matter and how it changes in the 5th grade physical science unit.
- ◊ 3rd grade students explore balloons, aluminum cans, styrofoam beads, and transparent tape to make observations and generate questions about static electricity in the physical science unit, lesson 3.
- ◊ Students address the problem of communicating at a distance without sound following a study of light in the 1st grade physical science unit.

Specific Evidence from Materials
Sometimes animals have nowhere to go. You can help make them a space to live at Critter Creek Park (fictional park). Find out what they need to live and thrive. Beavers change land and water. Video at the beginning of Unit.

Have you ever been on a roller coaster? Remember how it felt when you made a sharp turn, sped up, or slowed down very quickly.

Slide exploration with a partner doesn't seem realistic for a 5 year old. However, designing a slide is a real job so it's connected.

Marble playground exploration

How Can People Stay Cool in Hot Weather?

Phenomena- kicking a ball; didn't see kids actually trying that out.

Anchoring Phenomena: Students summarize that beavers swim in water, eat plants, chew on trees, and build lodges and dams, thus changing their environment to suit their needs. I don't think kindergarteners would make the direct link about changing environment to suit their needs.
Students compare who has more impact on Earth—beavers or humans? This would be difficult to rationalize for a young child.

To what extent do the materials support Criterion 1A? Include your reasoning.
Overall, the phenomena feels somewhat contrived and fictitious. An example of this is Critter Creek Park. Some of the guiding questions aren't equitable, for example, "Have you ever been on a roller coaster?" I do like that students come back to the phenomena over the unit to reflect.

Criterion 1B: Integrating the Three-Dimensions

Instructional materials integrate elements of the Science and Engineering Practices, Crosscutting Concepts and Disciplinary Core Ideas.

- Students develop and use multiple grade-appropriate elements of each dimension.
- The dimensions are integrated to work together and are not taught in isolation.
- Learning experiences integrate multiple different pairings of the dimensions to build understanding of the targeted performance expectations.
- Engineering is integrated with at least once per domain of science.

Less of this:	**More** of this:
Students only engage in a single practice element in a lesson.	The lesson helps students use and develop multiple practice elements.
Lessons teach the dimensions separately or only address them at the general level.	Lessons integrate grade-appropriate elements for each dimension.
Engineering lessons focus on trial and error activities that don't require science or engineering knowledge.	Grade-appropriate elements of engineering design and science core ideas are integrated with the other dimensions.
Engineering consists of challenges or step-by-step directions to build something.	Engineering is integrated into the grade-appropriate science core ideas and use explanations of phenomena to design solutions.

Examples of Evidence:

- ◊ 4th grade students conduct an investigation using fair tests in which variables are controlled and the number of trials considered, including collecting measurements and representing data in tables, with balls and ramps to determine cause and effect relationships of speed and energy in unit 2 lesson 4.
- ◊ Students ask questions about waves moving objects and collaboratively investigate how to make different looking waves in water and analyze how these waves affect a floating object in the physical science unit.
- ◊ 3rd grade students generate, test and refine solutions to keep two moving objects from touching each other by applying ideas learned about magnets in lesson 9.
- ◊ With teacher guidance, kindergarten students conduct an investigation with peers to compare the effects of different directions of pushes and pulls on playground balls, student chairs and erasers on different surfaces in the physical science unit, lesson 3.

Specific Evidence from Materials
Seasons- don't change as rapidly or visibly in some places Better to track weather over a year where you can see changes versus a week Short teacher highlights and 3D progression listed, but it seems better listed as a progression than in the connection with each lesson

To what extent do the materials support Criterion 1B? Include your reasoning.
I did not see evidence of an authentic integration.

Criterion 1C: Coherence

Instructional materials help students develop increasingly sophisticated understandings within and across grade-levels.

- Lessons fit together to target a set of performance expectations with multiple opportunities for students to revise understandings over time.
- Instructional materials make connections between lessons, units and grade levels.
- Lessons build on students' prior learning in all three dimensions.
- Students engage in learning experiences with explicit connections to other science disciplines and other subjects with intention.

Less of this:	**More** of this:
Lessons are unrelated.	Lessons are presented in a logical sequence to develop understandings.
Lessons build on prior learning but only for the DCIs.	Lessons work together with students' foundational knowledge and practice from prior lessons and grade levels.
Science domains are taught in isolation.	When appropriate, science domains are integrated to show connections.
Other subjects, when included, are not intentionally chosen to support grade-level standards.	Grade-level appropriate standards from ELA, math or other subject areas are integrated with science learning.

Examples of Evidence:

- ◊ In the first unit, students address the physical science standards around the phenomena of garbage and partially address a life science standard related to decomposers. In the second unit on ecosystems, students extend and apply their understanding of decomposers which leads to an engineering problem about materials such as plastics that do not decompose.
- ◊ 5th grade students are investigating water sources around the Earth and make connections to properties of matter in both the physical science and earth science units and prior learning about weather and climate from 3rd grade.
- ◊ 2nd grade students plan and conduct an investigation with water and earth materials as a whole class in one lesson and then in the next lesson students work with a small group to plan and conduct another investigation with wind and earth materials to further learning of core ideas and practices.
- ◊ Students apply ELA learning to write a set of directions for conducting an investigation in the earth science unit, lesson 6.
- ◊ Students use line plots to analyze climate data in grade 3, unit 4.

Specific Evidence from Materials
Three Units: Plants and Animals, Push and Pull, Weather Fast Track takes out the garden experience, sharing, vocabulary and show what you know section. These seem like really important elements. This whole lesson feels out of place- almost like a stretch in the animal and plant unit.

Unit 2: Rap seems out of place for push and pull. Directionality. Spider activity doesn't fit.

Unit 1, Lesson 5 is confusing to me. We go from dandelions to beavers to spiders.

To what extent do the materials support Criterion 1C? Include your reasoning.
After reviewing the Unit Highlights, some of the progressions do not seem to fit. For example, the spiderwebs to connect How do Plants and Animals Change the Earth and then How Do People Take Care of the Earth with recycling. It seems like you're covering an inch deep, mile long amount of content. There is a learning progression provide within the grade level and across the grade levels.

Category 2: Instructional Supports

Criterion 2A: Assessing the Three-Dimensions

Instructional materials support monitoring student progress in all three dimensions.

- Multiple and varied assessments allow students to demonstrate learning in all three dimensions including application of knowledge in performance tasks.
- Formative assessments, including teacher, self and peer assessments, are embedded throughout to inform instruction.
- Assessments are unbiased and elicit direct, observable evidence from all students.
- A phenomena or problem drives tasks, and information from the task is required to complete it.
- Rubrics and scoring guidelines are provided for interpreting student performance including sample student responses

Less of this:	**More** of this:
Checks for understanding elicit only a few student responses or rely primarily on group projects.	Individual student artifacts are used to measure student understanding of each dimension.
Only summative assessments that measure the end point of understanding are provided.	Formative assessments provide feedback to adjust instruction and inform students of their progress.
Assessments are primarily rote memorization of facts and terminology.	Assessments reflect application of all three dimensions including tasks that are driven by phenomena or problems.
Only multiple-choice tests are given.	Multiple measures and types of assessment are used throughout.

Examples of Evidence:

- ◊ As students are engaged in a performance task in unit 3, lesson 2, there are indicators for teachers to look for and information about possible responses. This information is embedded in the lesson.
- ◊ In unit 1, there are two performance assessments, peer feedback throughout, exits slips, a summative assessment, and a prewrite.
- ◊ Individual student learning is assessed using written work that answers the driving question of the unit. (Earth Science, p. 76)

Specific Evidence from Materials
Critter Creek Assessment Performance Assessment Drag on the Dot- formative assessment. Wish there was picture support for young learners, but I like this overall quick check formative assessment. Like that you review the phenomena at the beginning and end of the lesson. Worksheets at the end to show what you know. Stay sitting in your area with your Picture Card.

Look at the Place Card you are given. Talk with your group about what you see. What do all of the plants and animals in your group have in common?

This is the place where you live! This example wouldn't make sense for a young child.

Vocabulary: Earth, forest, field

Design a place where an animal lives.

Performance Assessment Rubric provided for the teacher

Claim, Evidence, Reasoning- I think teachers would need to guide students through this complex thinking process.

It's helpful that the children are given a claim to support: Plants and animals can change the place they live or Plants and animals cannot change the place they live. I know because (evidence). This seems like a helpful process that should have been included in the lessons too.
Poster about keeping the park clean. Performance rubric to go with the unit task.

To what extent do the materials support Criterion 2A? Include your reasoning.
There are several assessment types throughout each unit. There is strong evidence in this criterion. The piece I found most helpful was the provided claim for students to support.

Criterion 2B: Instructional Experiences

Instructional materials support equitable access to science knowledge and practice for all students.

- Students engage with direct (preferably first-hand), shared experiences that are relevant and authentic, serve as the basis for learning and meet the developmental needs of elementary students.
- Students' questions, prior experiences and diverse backgrounds related to the phenomenon or problem drive learning.
- Materials provide an opportunity to learn by allowing for the development of scientific understandings over time using multiple modalities.
- Materials provide opportunities for students to make connections to and explore the natural world outside the classroom.

Less of this:	**More** of this:
The lesson focuses on a topic that some students have experienced.	Direct experiences in the classroom provide access and equity for all students.
Student questions and prior experiences are not connected to the learning.	Materials provide supports for connecting students' own questions to the targeted learning.
Students read about what others have done.	Students learn through concrete experiences.
Only one or two modalities are used.	Multiple modalities are used throughout each instructional segment.

Examples of Evidence:

- ◊ Students develop physical models of a landfill as open and closed systems to observe during the 5th grade garbage unit.
- ◊ Students identify components of garbage disposal in their homes and communities which connects the phenomena that started the unit.
- ◊ Students conduct a first-hand investigation of erosion and deposition using a stream table, observe time-lapse videos of landslides, engage in a virtual investigation, read accounts of earth changes by wind and record changes to the playground after a snow event in the 4th grade earth science unit.
- ◊ Students raise trout from eggs in the classroom and make observations over time as part of their study of traits in the life science unit.

Specific Evidence from Materials
Visit a garden center Visit an animal shelter Take a tour of four farms Take on the role of a living thing Virtual nature expedition

Proposal to build a playground

Different ways to use less paper

“Lesson Support” and “See it” next to the slide.

As time allows, you can have them design and make a paper mache object and/or make recycled paper. Students can apply what they learn by recycling at home and school.

Creating a tour book for farms that you’ve never experienced does not provide a relevant experience for a young child. It’s a simulation.
Seeing a room with spider webs and then transferring that knowledge to how beavers change the earth is a long reach for little ones.
Creating signs for or against a playground is a relevant activity.

Show How a Cactus Saves Water 1. Put a sponge into a cup. 2. Add spines to the sponge. This is a cactus. 3. Ask: Will animals stay away? 4. Add water to the cup. This is rain. Wait an hour. 5. Tell: What happened to the water? This simulation will not make sense to a young child.

Draw a picture to show how you would like the air, water, land, and living things to be on Earth.
Reusing old newspapers- very few people get paper newspapers still
Making paper with old newspapers
Draw a picture to see how you can reuse it.
Before and after the change poster- interesting idea for showing understanding

Mystery game is engaging

Sun Shade experiment
Making shade cover
Writing a story about a storm they experienced- seems beyond standards
Storm kits seem off-track for standards

Weather is not the same everywhere makes sense as Unit phenomena, but then it goes into extreme storms

Game with multiple choice- not very engaging

What Animals Need to Survive in Alaska (video isn't’ relatable)
Prompts eliminate some kids from the discussion “Have you ever had a pet? Do you know someone with a pet?”
Circle what each pet needs- kids can’t read this worksheet; not engaging

“Choosing a Pet” activity

To what extent do the materials support Criterion 2B? Include your reasoning.
Virtual tour of garden center and pet store do not provide a young child with the same type of experience as a concrete investigation. Simulations aren’t the same as a concrete example. I thought some of the experiences didn't fit the standards best. Some of the activities were engaging and some do not seem engaging.

Criterion 2C: Student Sense-making

Instructional materials support equitable access to science knowledge and practice for all students.

- Materials support student sense-making at both an individual and group level.
- Classroom discourse focuses on expressing and clarifying student reasoning with opportunities for students to share ideas and feedback with each other that supports the iterative and collaborative co-construction of explanations.
- Materials include supports for oral and written language processing to involve students in scientific discourse for sense-making including a language-in-use approach.

Less of this:	**More** of this:
The teacher tells students what they need to know.	Students figure out explanations through classroom discourse with each other.
The teacher calls on a few students to share reasoning.	All students have the opportunity to share their thinking orally or in writing.
The focus is only on getting the "right" answer.	Sense-making begins with initial student ideas that progress in sophistication.
Vocabulary is front-loaded. All students are provided with sentence frames.	Specialized vocabulary is embedded in the instructional sequence with multiple opportunities to use and development over time. Writing supports are differentiated.

Examples of Evidence:

- ◊ 5th grade students develop models of how scents travel that are refined over the course of a three weeks using a combination of visual and written language providing multiple opportunities to develop precise vocabulary in the physical science unit.
- ◊ 3rd grade students answer questions in their notebook individually using pictures and words to explain their initial ideas about how static electricity works and have the opportunity to revise this after discussing with a peer and the whole class in the physical science unit.
- ◊ The teacher facilitates a class discussion using a word wall where kindergarten students share observations with a shoulder partner and the whole group about the kinds of things in their homes to figure out that the things we need come from nature.
- ◊ Suggested sentence frames are included to support oral and written responses when needed with the goal of independence.

Specific Evidence from Materials
Sample sentence starters: "We chose this plant because… We would place it… We would take care of it by…" Fun to decide on a class plant and explain why you'd like a certain kind. This is a good collaborative meaningful type of conversation and activity. In the Unit Highlights, it states, "students take on the role of a living thing". This confuses me since a student is a living thing.

Science Journal takes out a lot of the big thinking- the information collected is from a card, not by experience. The journal is heavily guided without a lot of independent thinking. There is an answer key with the journal. With young children, I'd rather see sample responses versus an answer key.

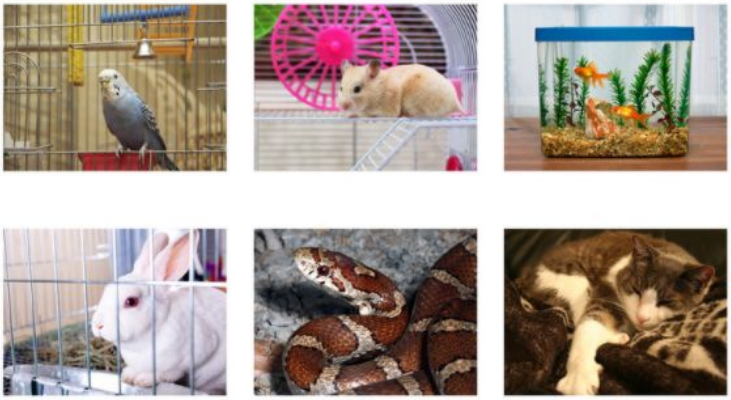
Have you ever been to a garden or farm? What kinds of plants did you see? How do the plants get water?

Discuss: Do you have a plant at home? How often does your plant need water? These discussion questions might eliminated some students from participating in the conversation.

Does your family have a pet? How do you take care of your pet? Eliminates students who don't have a pet.

Let's talk about pets.

- What are pets?
- Why do some people like to have pets?
- Why might some people not like to have a pet?



Does your family have pet fish? Where do they live? Have you ever seen a sidewalk with weeds growing in its cracks? How had the weeds changed the sidewalk?

Have you ever seen pollution? What did it look like?

Stay sitting in your area with your Picture Card.

Look at the Place Card you are given. Talk with your group about what you see. What do all of the plants and animals in your group have in common?

Virtual voting: green thumbs up or red thumbs down
Group presentations

Asking what if questions

Weather report- mimicking real job

Vocab: cold, raining, windy Oral language lesson alignment

To what extent do the materials support Criterion 2C? Include your reasoning.
There is evidence of student sense-making. The question starters and group activities are examples of this type of learning. The journal was a non-example of student sense-making. I thought the questions led to more of a one-right answer with an answer key. The sheets felt more like a worksheet than a thinking sense-making journal.

Criterion 2D: Teacher Supports

Instructional materials support teacher planning and instruction.

- Materials include background knowledge in both science content and pedagogy and student preconceptions.
- Materials have clear and concise instructional directions and connections to the standards.
- Materials provide guidance to support differentiated instruction, extra support and extensions at the appropriate level for a broad range of learners.
- Materials include professional learning and additional instructional planning resources.
- Materials have supports for families to extend learning and offers suggestions for how to help their student(s) at home.

Examples of Evidence:

◊ Information prior to lessons gives teachers things to except that students may already know in unit 1 p.12 in addition to how their understandings will build.

◊ 1st grade students have a choice to investigate different variables related to shadows, and suggestions are included as well as extensions to do at home. (Light unit, p. 40)

◊ The assessments include recommendations for additional supports when students don't meet expectations. "Students may struggle to articulate that scientists look back at the data they collect to look for patterns and to draw conclusions about phenomena. One way to support them in this thinking might be to share an anecdote such as, "When I was growing up, my mom used to measure my height by marking it on the wall in the pantry. When I look back at those marks, I notice patterns, like that I grew faster between the ages of 5 and 8 than I did when I was older."" (p.14)

◊ Students make observations of the sky with their families, looking for patterns over time. Families are provided with background information on how to record observations and what patterns to expect.

Specific Evidence from Materials
Advance students are suggested to take care of a plant the whole year as a job. This seems appropriate for all learners, not just the advanced learner. Suggestions for altering the lessons by the amount or order of the lesson. Science and academics vocabulary provided- Suggestion to consider TCI's Vocabulary Toolkit. It this an additional purchase? Science Background provided.

Easy to follow for each lesson with the materials, etc listed right next to the lesson.

Suggested in Unit Highlights for the teacher to purchase a plant to grow and take care of everyday in the class.

Each lesson organization on the online tool.

Vocabulary card- flashcards
Glossary
Career Profiles
Biographies of people
Media library
Pacing guide
Integration ELA PDF

Fast Track (53 minutes) or Master Lesson (71 minutes) fits in our instructional minutes.

In Planning there are considerations for virtual learning. Some of the examples are that students can work alone, the materials for investigations are similar to materials at home and the Google slides can be shared.

Professional Development Section- self paced tutorials, live-webinars and on-demand webinars
Tips for socially distancing in the classroom
Unit checkpoints for typing answers

Spanish books (TCI)
English Learners
Students with Special Needs
Advance Learners
Enhancing Learners
Students with special needs

To what extent do the materials support Criterion 2D? Include your reasoning.
The organization of materials was easy to follow. I saw several teacher supports built into the units. While I appreciate the "Fast Track" I thought it took many of the important elements out that are necessary. The google slides and professional learning section would be helpful for teachers. The teacher's manual was thin and would not withstand years of use.

Category 3: Student Materials

Criterion 3A: Program Design
Instructional materials represent a comprehensive K-5 core program.

- Materials provide instruction that correlates to our recommended instructional minutes for science.
- Materials are available in both English and Spanish.
- Graphic organizers and templates for science notebooks are included.
- Teacher and student materials have resources both in print and online.
- Multimedia supports are included such as videos, tutorials and simulations and when appropriate reflect the diversity of our students and society in a culturally responsive manner including different genders and sexual orientations, from many cultures and nations, both contemporary and historical.
- Technology options are appropriate for both classroom and home use possibly including translation capabilities.

Examples of Evidence:

◊ There are four units, each representing nine weeks of instruction at 180 minutes a week. This is short of our recommended minutes of 240 minutes a week for 5th grade.

◊ There are 132 60-min lessons for the whole year. This correlates to our recommended instructional minutes of 220 minutes per week for grades K-2. (3-4 60-min lessons per week)

Specific Evidence from Materials
Three Units (seem disconnected from each other) Really thin teacher's manual-pages would rip easily English and Spanish materials Video and simulations were not diverse Distance learning materials and technology supports (Google slides) Slideshows Symbols are not concrete for little learners Pacing "Fast Track" or "Extensions"

To what extent do the materials support Criterion 3A? Include your reasoning.
There was weak evidence of how everything fits together across the year. The document is there but it doesn't make sense from a student standpoint.

Criterion 3B: Science Equipment

Instructional materials include hands-on materials and equipment that support three-dimensional learning.

- Enough materials are included to allow students to do the investigations themselves.
- Materials are of a quality that will last through many uses.
- Materials include the tools necessary to make observations and measurements and conduct investigations.

Examples of Evidence:

- ◊ There are enough thermometers, graduated cylinders, balances, magnifying glasses and measuring tapes for a whole class to use in small groups.
- ◊ Everything is included to engage in the lessons except for things that would already be found in the classroom like tape and colored pencils.

Specific Evidence from Materials
The pictures of students in the Interactive Student Notebook are all white. "In Common Materials" Cloth, plates, stir sticks, string, plates Placard A- symbols that are not concrete for kids Placard B- Not sure how the pictures work together or if they are to be cut apart Placard C Informational text below with picture match Placard B- step by step directions with pictures One large tub, one small tub, one set of teacher materials In common materials (tubes, counters, modeling clay, cups, pipe cleaner, pebbles) Workbook for each child How can people take care of the earth: Potting soil Strainer Flour balloons Bowls plastic Cornstarch Flour Spoons

To what extent do the materials support Criterion 3B? Include your reasoning.
The materials aren't comparable to other programs. I think it would be hard to store the marble board.

Criterion 3C: Reading Materials

Instructional materials include grade-appropriate texts that support three-dimensional learning.

- A range of text types and genres, both print and online, are embedded in learning experiences.
- Texts support context-specific academic vocabulary.
- Materials reflect the diversity of our students and society in a culturally responsive manner including different genders and sexual orientations, from many cultures and nations, both contemporary and historical.
- Materials include supports for reading comprehension for a variety of student needs including high-quality questions.

Examples of Evidence:

- ◊ Texts include an interview of Sylvia Earle and profiles of Chien Shiung Wu and Benjamin Banneker. These highlight the connections to the science students are learning. Pictures of scientists working in the field represent the diversity of our students.
- ◊ Cultural myths about the sun and stars are included in the earth/space science unit.
- ◊ Vocabulary is highlighted in the reading that follows a concrete experience where the vocabulary is first introduced.

Specific Evidence from Materials
Additional materials are readings, videos and websites. Immersive Reader Lessons in Spanish. Leveled text with notes Video with diverse populations This seems like a forced writing assignment. Write an email to one of the farms we toured. To: _____ Farm From: _____ Thank you for the tour. Making the Beaver book and putting it in order- time consuming for cutting. Concepts about print for reading.

To what extent do the materials support Criterion 1A? Include your reasoning.
Some of the reading material doesn't enhance the learning.

Referenced, adapted and formatted from the following documents:

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Washoe County School District Needs Evaluation

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