

Science Instructional Materials Review Criteria Grades K -12

High Quality Materials: 26-30 points
 Moderate Quality Materials: 20-25 points
 Low Quality Materials: Less than 20 Points

Indicator 1. The Instructional Materials with the Three-Dimensional (3D) Nature of the Revised TEKS	Rating		
Criteria	No (0)	Partially (1)	Meets (2)
1A. The instructional materials target all grade-level or course specific SEP TEKS (1a-4c)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1B. The instructional materials target all grade-level or course specific RTC TEKS (5a-g)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1C. The instructional materials target all grade-level or course specific SC TEKS (6a-14b)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1D. The units or lessons target SC(s), RTC(s), and SEP(s) at the same time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For any criterion that is rated as “no” or “partially”, please indicate what should be done by the authors to bring the rating up to a “meets”. Be as specific as possible.			
			Score: /8

Indicator 2. The Instructional Materials Create Meaningful and Rigorous Learning Experiences for Students	Rating
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Criteria	No (0)	Partially (1)	Meets (2)
2A. Most learning experiences (defined as a unit, lesson, investigation, or design challenge) give students an opportunity to “figure out” or “make sense of” a natural, social, or discipline-based phenomenon or an authentic problem faced by people.	○	○	○
2B. Students must use their own ideas along with science content, recurring themes and concepts, and practices throughout each learning experience.	○	○	○
2C. Most learning experiences give students an opportunity to read as a way to obtain and/or evaluate information in the service of sense-making.	○	○	○
2D. Most learning experiences give students an opportunity to write as a way to communicate and/or evaluate information in the service of sense-making	○	○	○
2E. Most learning experiences give students an opportunity to talk with each other to obtain, communicate, and/or evaluate information in the service of sense-making.	○	○	○
2F. Most learning experiences give students an opportunity to develop, critique, and refine ideas based on evidence.	○	○	○
For any criterion that is rated as “no” or “partially”, please indicate what should be done by the authors to bring the rating up to a “meets”. Be as specific as possible.			
Score: /12			

Indicator 3. Assessment	Rating		
Criteria	No (0)	Partially (1)	Meets (2)
3A. The instructional materials include formative, educative, and summative assessment tasks that target all grade-level and/or course specific SC, RTC, and SEP TEKS.	○	○	○
3B. All the assessments are designed to make student thinking visible in a way that facilitates giving and/or receiving feedback about how to improve.	○	○	○
<p data-bbox="201 499 1416 562">For any criterion that is rated as “no” or “partially”, please indicate what should be done by the authors to bring the rating up to a “meets”. Be as specific as possible.</p>			
Score:			/4

Indicator 4. Teacher Support	Rating		
Criteria	No (0)	Partially (1)	Meets (2)
4A. The instructional materials provide guidance for meeting the needs of all learners.	○	○	○
4B. The instructional materials are easy to use.	○	○	○
4C. The instructional materials reduce time required to plan and prepare for teaching.	○	○	○
For any criterion that is rated as “no” or “partially”, please indicate what should be done by the authors to bring the rating up to a “meets”. Be as specific as possible.			
Score: _____ /6			