

# Science Instructional Materials Review Criteria for Grade K-5

Based on recommendations found in "Science and Engineering in Preschool Through Elementary Grades: The Brilliance of Children and the Strengths of Educators"

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

<b>Indicator 1. The Instructional Materials Support Children’s Learning, Engagement and Proficiency in Science and Engineering</b>	<b>Rating</b>		
<b>Criteria</b>	No (0)	Partially (1)	Meets (2)
1A. The instructional materials include interesting and phenomena and problems.	○	○	○
1B. The phenomena and problems leverage children’s natural curiosity.	○	○	○
1C. The phenomena and problems give children opportunities for make decisions.	○	○	○
1D. Instructional materials include opportunities for children to participate in the process of establishing norms for a caring and collective classroom culture.	○	○	○
1E. Instructional materials position children as active thinkers and doers while also providing opportunities to support collaboration and collective thinking.	○	○	○
1F. The instructional materials include formative assessment processes that gather multiple forms of evidence at multiple timepoints, with the goal of informing instruction.	○	○	○
1G. The instructional materials include opportunities for teachers to collaborate with families and local community leaders to mutually support children’s opportunities for engaging in science and engineering.	○	○	○
<p>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:			/14

Indicator 2. Curriculum and Content Integration	Rating		
Criteria	No (0)	Partially (1)	Meets (2)
2A. The Instructional materials provides opportunities for children’s sensemaking during investigations and design challenges.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2B. Learning experiences build on children’s interests and repertoires of practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2C. The instructional materials provide educative support for teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2D. The instructional materials provide opportunities for teachers to make productive adaptation to meet contextual needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2E. The instructional materials provide supports for teachers to make meaningful connections to communities and families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2F. The instructional materials integrate science and engineering with other domains in ways that benefit children’s learning and use instructional time effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2G. The instructional materials are manageable for use elementary settings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2H. The instructional materials have evidence of effectiveness.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>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:			/16