

**Florida Instructional Materials Adoption  
Summary Recommendation Form**

1st

*Complete this form for each set of materials after review with the evaluation rubric.*

Adoption: 2019 Science Adoption for (circle one) Astronomy, Marine, Physical Science

Publisher: McGraw Hill Education

Program Title Marine Science ISBN: 978-0-02-142265-4

Strengths: Reading level appropriately good  
Visuals good online platforms good  
Concise materials

Weaknesses: wrap around TE would  
be nice

Comments: This is the best choice  
for our students

OVERALL Committee Recommendation: Yes

**Committee Members:**

PRINTED NAME	SCHOOL	SIGNATURE
<u>Chair: Donna Foley</u>	<u>RHS</u>	<u>[Signature]</u>
<u>Beverly Agui</u>	<u>OPHS</u>	<u>[Signature]</u>
<u>James M. Taylor</u>	<u>CHS</u>	<u>[Signature]</u>

\* If more space is needed, use the back of the form.

[Signature]  
Curriculum Specialist Signature

[Signature]  
Supervisor of Instructional Resources Signature

Date: 4/5/19

**Florida Instructional Materials Adoption  
Summary Recommendation Form**

#2

**Complete this form for each set of materials after review with the evaluation rubric.**

Adoption: 2019 Science Adoption for (circle one) Astronomy, Marine, Physical Science

Publisher: PEARSON

Program Title: Essentials of Oceanography ISBN: 978-0-13-426742-5

Strengths: Visuals good in text; good additional info

Weaknesses: Reading level too high 1330 lexile we have level 12 readers in Marine. Too much material that is no part of the course.

Comments: It does not follow the curriculum very well

**OVERALL Committee Recommendation:** NO

**Committee Members:**

PRINTED NAME	SCHOOL	SIGNATURE
<u>Chair: Donna Foley</u>	<u>RHS</u>	<u>[Signature]</u>
<u>Beverly Aquin</u>	<u>OPHS</u>	<u>[Signature]</u>
<u>James M. Taylor</u>	<u>Clay (CHS)</u>	<u>[Signature]</u>

\* If more space is needed, use the back of the form.

[Signature]  
Curriculum Specialist Signature

[Signature]  
Supervisor of Instructional Resources Signature

Date: 4/5/19



Materials Adoption Recommendation Form

Astronomy, Marine, Physical Science

Education

feel appropriately good  
materials for MS good  
TE would

the best choice  
students

Yes

1st

ISBN: 978-0-02-142-265-4

SIGNATURE

Florida Instructional Materials Adoption Summary Recommendation Form

Complete this form for each set of materials after review with the evaluation rubric.

Adoption: 2019 Science Adoption for (circle one) Astronomy, Marine, Physical Science

Publisher: Cengage Learning

Program Title: Oceanography an invite to MS ISBN: 978-1-305-10511-4

Strengths: NONE

Weaknesses: weak visuals, Reading level too high, not enough ancillary materials, weak questions

Comments: Not appropriate for our students

OVERALL Committee Recommendation: NO

Committee Members:

PRINTED NAME	SCHOOL	SIGNATURE
Chair: Donna Foley	RHS	
Beverly Agui	OPHS	Beverly Agui
James M. Taylor	CHS	

\* If more space is needed, use the back of the form.

Curriculum Specialist Signature

Supervisor of Instructional Resources Signature

Date: 4/5/19

# Teacher Feedback Scorecard

2018-19 Marine Science Teacher Textbook Adoption Survey

Marine Science 1

<p>Calculation <input checked="" type="checkbox"/> Detail <input type="checkbox"/> Average <input type="checkbox"/></p> <p>Scores <input type="checkbox"/> Hide <input checked="" type="checkbox"/> Show <input type="checkbox"/></p>	<p>ESSENTIALS OF OCEANOGRAPHY - Pearson</p>	<p>Marine Science, Florida Edition - McGraw-Hill School Education</p>
<p>1. Provide Your Feedback About This Product</p>		
<p>1. When comparing the two products being recommended, would this one be the most beneficial to the education of our Marine Science students?</p>		
<p><b>Summary</b></p>	<p># Responses <b>3</b></p>	<p># Responses <b>5</b></p>

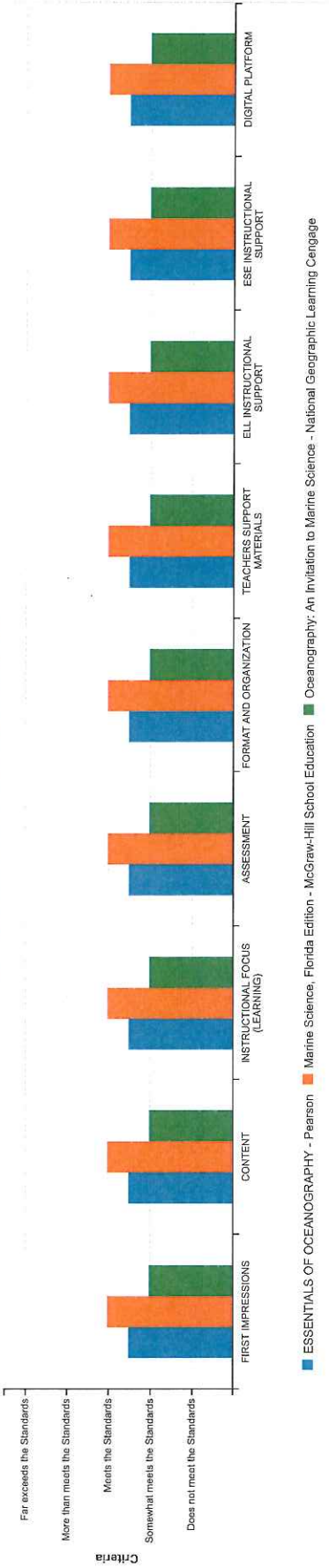


# Committee Scorecard

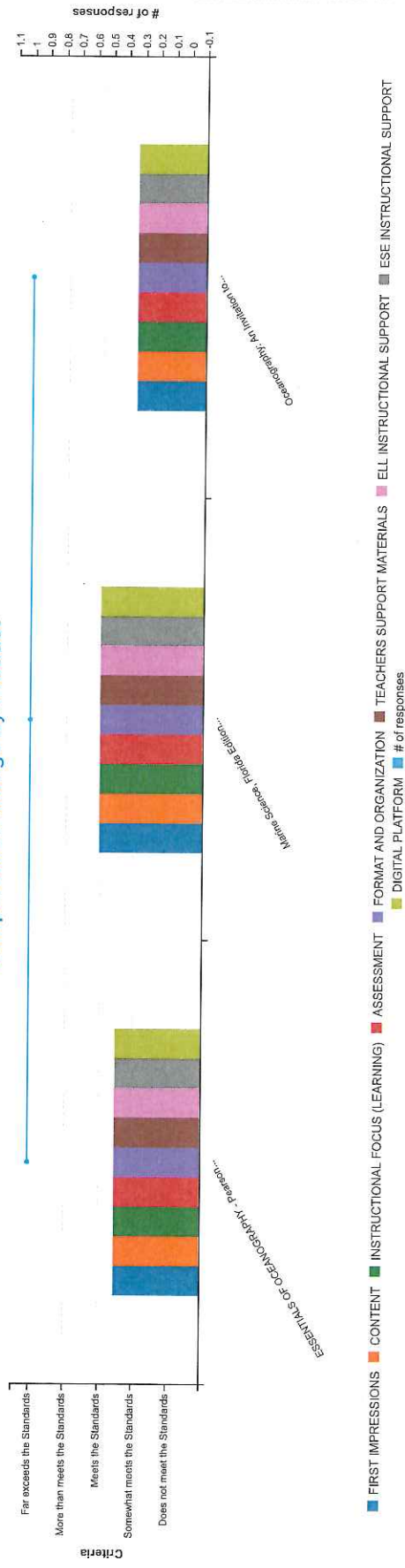
Clay County District Schools Secondary Science Adoption Rubric - Marine Science  
Marine Science 1

Calculation	Detail	Average	Marine Science, Florida Edition - McGraw-Hill School Education	Oceanography: An Invitation to Marine Science - National Geographic Learning Cengage	ESSENTIALS OF OCEANOGRAPHY - Pearson
Scores	Hide	Show			
1. FIRST IMPRESSIONS			Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards
2. CONTENT			Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards
3. INSTRUCTIONAL FOCUS (LEARNING)			Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards
4. ASSESSMENT			Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards
5. FORMAT AND ORGANIZATION			Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards
6. TEACHERS SUPPORT MATERIALS			Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards
7. ELL INSTRUCTIONAL SUPPORT			Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards
8. ESE INSTRUCTIONAL SUPPORT			Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards
9. DIGITAL PLATFORM			Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards
<b>Summary</b>			Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards
			# Responses 1	# Responses 1	# Responses 1

### Comparative Average by Category



### Comparative Average by Product



# Committee Scorecard

## Clay County District Schools Secondary Science Adoption Rubric - Marine Science

### Marine Science 1

<p>Detail <input type="checkbox"/> Average</p> <p>Calculation</p> <hr/> <p>Scores Hide <input checked="" type="checkbox"/> Show</p>	<p>Marine Science, Florida Edition - McGraw-Hill School Education</p>	<p>Oceanography: An Invitation to Marine Science - National Geographic Learning Cengage</p>	<p>ESSENTIALS OF OCEANOGRAPHY - Pearson</p>
<p>1. FIRST IMPRESSIONS</p>	<p>Does not meet the Standards <b>2</b></p> <p>Somewhat meets the Standards <b>1</b></p> <p>More than meets the Standards <b>2</b></p> <p>Far exceeds the Standards <b>2</b></p> <hr/> <p>Score <b>22</b></p>	<p>Does not meet the Standards <b>4</b></p> <p>Somewhat meets the Standards <b>3</b></p> <hr/> <p>Score <b>10</b></p>	<p>Does not meet the Standards <b>2</b></p> <p>Somewhat meets the Standards <b>3</b></p> <p>Meets the Standards <b>2</b></p> <hr/> <p>Score <b>14</b></p>
<p>1. At first glance, the content and graphics are relatable and the book appears to be engaging for students.</p>	<p>Far exceeds the Standards <b>1</b></p>	<p>Somewhat meets the Standards <b>1</b></p>	<p>Meets the Standards <b>1</b></p>
<p>2. The organization of the content aligns with the order that you would teach the standards.</p>	<p>Far exceeds the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></p>	<p>Somewhat meets the Standards <b>1</b></p>
<p>3. The Appendices, Index, Multilingual Glossaries, and Table of Contents are included in the text.</p>	<p>More than meets the Standards <b>1</b></p>	<p>Somewhat meets the Standards <b>1</b></p>	<p>Somewhat meets the Standards <b>1</b></p>
<p>4. The Benchmarks are identified at the point of need within the text in the student edition.</p>	<p>Somewhat meets the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></p>	<p>Meets the Standards <b>1</b></p>



<p>5. The Benchmarks are identified at the point of need within the text in the teacher's edition (TE).</p>	<p>More than meets the Standards <b>1</b></p>	<p>Somewhat meets the Standards <b>1</b></p>	<p>Somewhat meets the Standards <b>1</b></p>
<p>6. There is a parallel Spanish version of the entire submitted program available.</p>	<p>Does not meet the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></p>
<p>7. There is a spoken component available, and low reading level Hispanic students can hear the whole book in Spanish.</p>	<p>Does not meet the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></p>
<p>2. CONTENT</p>	<p>More than meets the Standards <b>4</b>                  Far exceeds the Standards <b>8</b>                  Score <b>56</b></p>	<p>Does not meet the Standards <b>2</b>                  Somewhat meets the Standards <b>6</b>                  Meets the Standards <b>4</b>                  Score <b>26</b></p>	<p>Does not meet the Standards <b>4</b>                  Somewhat meets the Standards <b>3</b>                  Meets the Standards <b>5</b>                  Score <b>25</b></p>
<p>1. The content is aligned to all Standards and Benchmarks identified in the State Course Description.</p>	<p>More than meets the Standards <b>1</b></p>	<p>Somewhat meets the Standards <b>1</b></p>	<p>Meets the Standards <b>1</b></p>
<p>2. How well does the level (complexity or difficulty) of the treatment of the content match the standards?</p>	<p>Far exceeds the Standards <b>1</b></p>	<p>Somewhat meets the Standards <b>1</b></p>	<p>Somewhat meets the Standards <b>1</b></p>
<p>3. The textbook is ordered logically, allowing one concept to build upon another..</p>	<p>Far exceeds the Standards <b>1</b></p>	<p>Meets the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></p>

<p>4. The content is scientifically accurate and up-to-date.</p>	<p>More than meets the Standards <b>1</b></p>	<p>Meets the Standards <b>1</b></p>	<p>Meets the Standards <b>1</b></p>
<p>5. The individual concepts are represented in a variety of ways including: text, images, video, graphic organizers, simulations, etc.</p>	<p>Far exceeds the Standards <b>1</b></p>	<p>Meets the Standards <b>1</b></p>	<p>Meets the Standards <b>1</b></p>
<p>6. The graphics are meaningful, appropriate, and facilitate learning.</p>	<p>More than meets the Standards <b>1</b></p>	<p>Somewhat meets the Standards <b>1</b></p>	<p>Meets the Standards <b>1</b></p>
<p>7. The content is appropriately chunked and presented in a logical sequence.</p>	<p>Far exceeds the Standards <b>1</b></p>	<p>Meets the Standards <b>1</b></p>	<p>Meets the Standards <b>1</b></p>
<p>8. The content reflects culturally responsive real-world STEM applications.</p>	<p>Far exceeds the Standards <b>1</b></p>	<p>Somewhat meets the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></p>
<p>9. In the Teacher's Edition (TE), the materials define and encourage the use of critical thinking skills (Cognitive Complexity/Depth of Knowledge), in addition to specific facts and concepts.</p>	<p>More than meets the Standards <b>1</b></p>	<p>Somewhat meets the Standards <b>1</b></p>	<p>Somewhat meets the Standards <b>1</b></p>
<p>10. The sequence of learning is educationally sound and developmentally appropriate.</p>	<p>Far exceeds the Standards <b>1</b></p>	<p>Somewhat meets the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></p>



<p>11. The opportunities for cross-curricular connections are presented for the teacher.</p>	<p>Far exceeds the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></p>	<p>Somewhat meets the Standards <b>1</b></p>
<p>12. The content portrays equity among gender, ethnicity, age, work situations, and multicultural groups.</p>	<p>Far exceeds the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></p>
<p>3. INSTRUCTIONAL FOCUS (LEARNING)</p>	<p>Somewhat meets the Standards <b>1</b></p> <p>Meets the Standards <b>3</b></p> <p>More than meets the Standards <b>5</b></p> <p>Far exceeds the Standards <b>8</b></p> <hr/> <p>Score <b>71</b></p>	<p>Does not meet the Standards <b>15</b></p> <p>Somewhat meets the Standards <b>2</b></p> <hr/> <p>Score <b>19</b></p>	<p>Does not meet the Standards <b>2</b></p> <p>Somewhat meets the Standards <b>5</b></p> <p>Meets the Standards <b>9</b></p> <p>More than meets the Standards <b>1</b></p> <hr/> <p>Score <b>43</b></p>
<p>1. How well does the content make explicit connections between prior learning and new skills?</p>	<p>Somewhat meets the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></p>	<p>Meets the Standards <b>1</b></p>
<p>2. The materials, resources, and ancillary materials include oral and written activities across the full range of cognitive complexity.</p>	<p>Far exceeds the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></p>	<p>Meets the Standards <b>1</b></p>
<p>3. There is consistent standards-based alignment among objectives, content, and assessments.</p>	<p>More than meets the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></p>	<p>Meets the Standards <b>1</b></p>

<p>4. The concept development varies and utilizes manipulatives and hands-on demonstrations whenever possible.</p>	<p>More than meets the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></p>	<p>More than meets the Standards <b>1</b></p>
<p>5. To what extent has scaffolding been used successfully in ways such as organized routines, advance organizers, prompts, step-by-step instructions, immediate and corrective feedback, simulations, and opportunities for research?</p>	<p>Far exceeds the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></p>	<p>Meets the Standards <b>1</b></p>
<p>6. The text is at the appropriate grade level. The reading level is identified by lexile and content is provided at multiple lexile levels to engage students at their appropriate reading levels.</p>	<p>Meets the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></p>
<p>7. The lessons include oral and written activities ranging from basic skills to application (Cognitive Complexity/DOK).</p>	<p>Far exceeds the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></p>	<p>Somewhat meets the Standards <b>1</b></p>
<p>8. There is consistent standards-based alignment among the objectives, content, and assessments.</p>	<p>More than meets the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></p>	<p>Meets the Standards <b>1</b></p>



<p>9. The Teacher's Edition (TE) includes a wrap-around section with resources and suggested strategies.</p>	<p>Meets the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></p>	<p>Meets the Standards <b>1</b></p>
<p>10. The lessons begin with and include authentic, real-world situations across the content areas whenever possible.</p>	<p>Far exceeds the Standards <b>1</b></p>	<p>Somewhat meets the Standards <b>1</b></p>	<p>Somewhat meets the Standards <b>1</b></p>
<p>11. To what extent do the materials request the teacher to model and explain a strategy/skill before asking students to do so?</p>	<p>More than meets the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></p>	<p>Somewhat meets the Standards <b>1</b></p>
<p>12. The materials specify and address prerequisite knowledge and/or skills necessary to the learning of the new concept.</p>	<p>More than meets the Standards <b>1</b></p>	<p>Somewhat meets the Standards <b>1</b></p>	<p>Somewhat meets the Standards <b>1</b></p>
<p>13. To what extent do the lessons apply the strategy to many examples of a target skill?</p>	<p>Far exceeds the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></p>	<p>Meets the Standards <b>1</b></p>
<p>14. How well does the sequence of instruction move from teacher-directed to student-directed?</p>	<p>Far exceeds the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></p>	<p>Meets the Standards <b>1</b></p>
<p>15. To what extent does the sequence of instruction begin with easy tasks and progress to more difficult ones?</p>	<p>Far exceeds the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></p>	<p>Somewhat meets the Standards <b>1</b></p>

<p>16. To what extent is there adequate review of the most commonly assessed standards provided in the lessons.</p>	<p>Far exceeds the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></p>	<p>Meets the Standards <b>1</b></p>
<p>17. The teacher is alerted in the TE as to common mistakes, biases, and/or misconceptions relative to the content being studied.</p>	<p>Meets the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></p>
<p>4. ASSESSMENT</p>	<p>Does not meet the Standards <b>3</b></p> <p>Meets the Standards <b>2</b></p> <p>More than meets the Standards <b>1</b></p> <p>Far exceeds the Standards <b>3</b></p> <p>Score <b>28</b></p>	<p>Does not meet the Standards <b>9</b></p> <p>Score <b>9</b></p>	<p>Does not meet the Standards <b>4</b></p> <p>Somewhat meets the Standards <b>1</b></p> <p>Meets the Standards <b>4</b></p> <p>Score <b>18</b></p>
<p>1. There are multiple methods of assessment (standardized, performance tasks, projects, etc.) and rubrics are provided where applicable.</p>	<p>Far exceeds the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></p>	<p>Meets the Standards <b>1</b></p>
<p>2. The text includes options to administer diagnostic, formative, and summative assessments.</p>	<p>Far exceeds the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></p>	<p>Meets the Standards <b>1</b></p>
<p>3. The assessment items are aligned to the benchmarks for content and complexity.</p>	<p>Meets the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></p>	<p>Somewhat meets the Standards <b>1</b></p>



<p>4. The Depth of Knowledge and cognitive complexity is noted for each item.</p>	<p>Does not meet the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></p>
<p>5. Where applicable, the assessment items are aligned to the FLDOE Item Specifications.</p>	<p>Meets the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></p>
<p>6. There are electronic assessments aligned to standards, chapters or units and they can be customized by the teacher.</p>	<p>More than meets the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></p>	<p>Meets the Standards <b>1</b></p>
<p>7. The test items include rationale for incorrect answers.</p>	<p>Does not meet the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></p>
<p>8. There are a variety of assessments included throughout the text. When appropriate, the assessments include scoring rubrics and they can be scored online.</p>	<p>Far exceeds the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></p>	<p>Meets the Standards <b>1</b></p>
<p>9. The assessments are provided in English and Spanish.</p>	<p>Does not meet the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></p>
<p>5. FORMAT AND ORGANIZATION</p>	<p>Meets the Standards <b>2</b></p> <p>More than meets the Standards <b>1</b></p> <hr/> <p>Score <b>10</b></p>	<p>Does not meet the Standards <b>1</b></p> <p>Somewhat meets the Standards <b>1</b></p> <p>Meets the Standards <b>1</b></p> <hr/> <p>Score <b>6</b></p>	<p>Does not meet the Standards <b>1</b></p> <p>Meets the Standards <b>2</b></p> <hr/> <p>Score <b>7</b></p>

<p>1. The displays of visual information (primary source documents, charts, graphs, photographs, etc.) are meaningful and facilitate learning.</p>	<p>More than meets the Standards <b>1</b></p>	<p>Somewhat meets the Standards <b>1</b></p>	<p>Meets the Standards <b>1</b></p>
<p>2. The order of the chapters and lessons is customizable by the District to align to the benchmarks.</p>	<p>Meets the Standards <b>1</b></p>	<p>Meets the Standards <b>1</b></p>	<p>Meets the Standards <b>1</b></p>
<p>3. The readability level and vocabulary development is appropriate.</p>	<p>Meets the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></p>
<p>6. TEACHERS SUPPORT MATERIALS</p>	<p>Does not meet the Standards <b>3</b></p> <p>Somewhat meets the Standards <b>1</b></p> <p>Meets the Standards <b>4</b></p> <p>More than meets the Standards <b>1</b></p> <p>Far exceeds the Standards <b>1</b></p> <p>Score <b>26</b></p>	<p>Does not meet the Standards <b>9</b></p> <p>Somewhat meets the Standards <b>1</b></p> <p>Score <b>11</b></p>	<p>Does not meet the Standards <b>6</b></p> <p>Somewhat meets the Standards <b>3</b></p> <p>Meets the Standards <b>1</b></p> <p>Score <b>15</b></p>
<p>1. The teacher support materials provide background and content knowledge.</p>	<p>More than meets the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></p>
<p>2. The teacher's edition (TE) includes suggestions for demonstrating and/or modeling skills and concepts.</p>	<p>Meets the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></p>	<p>Somewhat meets the Standards <b>1</b></p>



<p>3. There are prescriptive remediation materials provided that are aligned with the assessments and can help identify student achievement gaps.</p>	<p>Meets the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></p>	<p>Meets the Standards <b>1</b></p>
<p>4. There are sample questions included to guide higher order thinking. The text notes the level of Cognitive Complexity or Depth of Knowledge.</p>	<p>Somewhat meets the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></p>
<p>5. The TE is well organized, comprehensive, and easy to use.</p>	<p>Meets the Standards <b>1</b></p>	<p>Somewhat meets the Standards <b>1</b></p>	<p>Somewhat meets the Standards <b>1</b></p>
<p>6. The ancillary materials scaffold knowledge and support lesson objectives.</p>	<p>Far exceeds the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></p>
<p>7. The ancillary materials include versions in English and Spanish.</p>	<p>Does not meet the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></p>
<p>8. The supplementary materials (lab manuals, workbooks, online resources) provide remediation resources for lower achieving students and enrichment for higher achieving students.</p>	<p>Meets the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></p>	<p>Somewhat meets the Standards <b>1</b></p>
<p>9. The teacher support materials provide technology applications</p>	<p>Does not meet the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></p>

<p>in English and Spanish.</p>			
<p>10. There are leveled readers available in English and Spanish, and they are aligned with Science concepts.</p>	<p>Does not meet the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></p>
<p>7. ELL INSTRUCTIONAL SUPPORT</p>	<p>Does not meet the Standards <b>3</b></p> <p>Somewhat meets the Standards <b>1</b></p> <p>Meets the Standards <b>2</b></p> <p>Score <b>11</b></p>	<p>Does not meet the Standards <b>6</b></p> <p>Score <b>6</b></p>	<p>Does not meet the Standards <b>5</b></p> <p>Meets the Standards <b>1</b></p> <p>Score <b>8</b></p>
<p>1. The text is offered in Spanish in print and online.</p>	<p>Does not meet the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></p>
<p>2. The materials, resources, and ancillary materials are offered in Spanish and other languages other than English.</p>	<p>Does not meet the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></p>
<p>3. The materials, resources, and ancillary materials are offered in Haitian Creole.</p>	<p>Does not meet the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></p>

<p>4. The language objectives are explicitly identified for the teacher and describe how language will be used to meet a content objective. (Example of a Content Objective: Students will be able to distinguish between liquids, solids, and gases and provide an example of each. Language objective: Students will be able to orally describe characteristics of liquids, solids, and gases to a partner.)</p>	<p>Meets the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></p>	<p>Meets the Standards <b>1</b></p>
<p>5. The materials, resources, and ancillary materials provide scaffolding supports (sensory, graphic, and interactive) that facilitate students with concept attainment and advancement within targeted language proficiency levels.</p>	<p>Meets the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></p>
<p>6. The materials, resources, and ancillary materials address vocabulary usage for all targeted levels of English language proficiency.</p>	<p>Somewhat meets the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></p>
<p>8. ESE INSTRUCTIONAL SUPPORT</p>	<p>Does not meet the Standards <b>2</b></p> <p>Somewhat meets the Standards <b>2</b></p> <p>Meets the Standards <b>2</b></p>	<p>Does not meet the Standards <b>4</b></p> <p>Meets the Standards <b>2</b></p> <p>Score <b>10</b></p>	<p>Does not meet the Standards <b>4</b></p> <p>Meets the Standards <b>2</b></p> <p>Score <b>10</b></p>



Score **12**

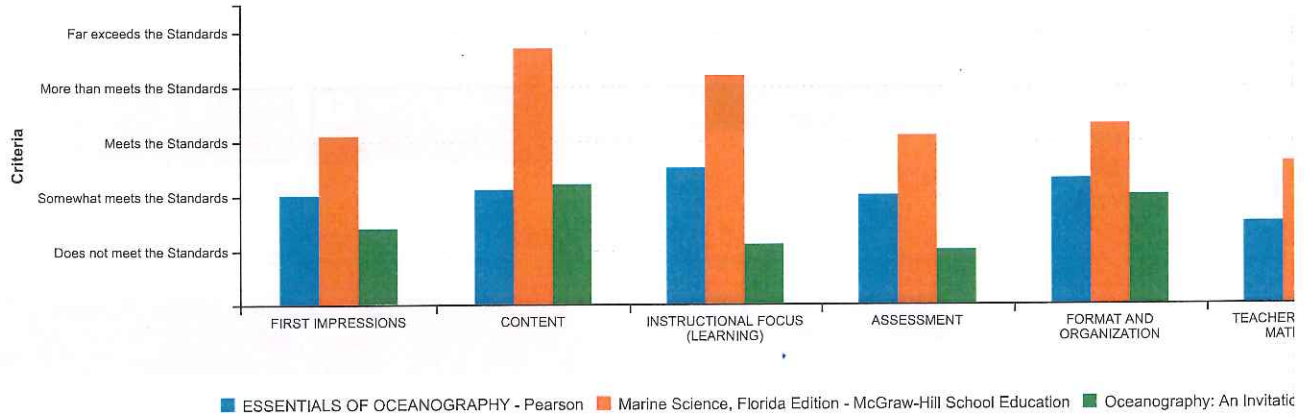
<p>1. The materials, resources, and ancillary materials identify essential points of instruction and support for language comprehension.</p>	<p>Somewhat meets the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></p>
<p>2. The materials, resources, and ancillary materials provide support for language comprehension.</p>	<p>Somewhat meets the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></p>
<p>3. The text identifies the Aligned Access Point Standards contained within the text.</p>	<p>Does not meet the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></p>
<p>4. The Teacher's Edition (TE) identifies the Aligned Access Point Standards contained within the text.</p>	<p>Does not meet the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></p>
<p>5. The digital test bank is compatible with the National Instructional Materials Accessibility Standard (NIMAS) accessibility standards, which allows tests to be utilized in alternative formats for students with disabilities.</p>	<p>Meets the Standards <b>1</b></p>	<p>Meets the Standards <b>1</b></p>	<p>Meets the Standards <b>1</b></p>

<p>6. The online resources have built-in accessibility presentation and navigation features, along with study tools and Assistive Technology Supports for all students. (Review Technology &amp; Learning Connections Guide for Flexible Digital Instructional Materials)</p>	<p>Meets the Standards <b>1</b></p>	<p>Meets the Standards <b>1</b></p>	<p>Meets the Standards <b>1</b></p>
<p>9. DIGITAL PLATFORM</p>	<p>Meets the Standards <b>8</b>                  More than meets the Standards <b>1</b>                  Score <b>28</b></p>	<p>Does not meet the Standards <b>4</b>                  Somewhat meets the Standards <b>5</b>                  Score <b>14</b></p>	<p>Does not meet the Standards <b>5</b>                  Somewhat meets the Standards <b>3</b>                  Meets the Standards <b>1</b>                  Score <b>14</b></p>
<p>1. The layout and organization is user friendly.</p>	<p>Meets the Standards <b>1</b></p>	<p>Somewhat meets the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></p>
<p>2. There are additional resources provided for teaching beyond the print version.</p>	<p>More than meets the Standards <b>1</b></p>	<p>Somewhat meets the Standards <b>1</b></p>	<p>Meets the Standards <b>1</b></p>
<p>3. The digital platform is easy for teachers to use to search for topics, Benchmarks, and keywords.</p>	<p>Meets the Standards <b>1</b></p>	<p>Somewhat meets the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></p>
<p>4. The digital platform is easy for students to use to search for topics, Benchmarks, and keywords.</p>	<p>Meets the Standards <b>1</b></p>	<p>Somewhat meets the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></p>

<p>5. The students can submit work and receive feedback electronically.</p>	<p>Meets the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></p>	<p>Somewhat meets the Standards <b>1</b></p>
<p>6. There are resources available for teacher content support.</p>	<p>Meets the Standards <b>1</b></p>	<p>Somewhat meets the Standards <b>1</b></p>	<p>Somewhat meets the Standards <b>1</b></p>
<p>7. There are resources available for teacher pedagogy support.</p>	<p>Meets the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></p>	<p>Somewhat meets the Standards <b>1</b></p>
<p>8. The teacher can provide feedback for student assignments via multiple modalities including: written, numerical indicators, circling, etc.</p>	<p>Meets the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></p>
<p>9. The students can annotate digital text.</p>	<p>Meets the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></p>
<p><b>Summary</b></p>	<p>Does not meet the Standards <b>13</b></p> <p>Somewhat meets the Standards <b>6</b></p> <p>Meets the Standards <b>23</b></p> <p>More than meets the Standards <b>15</b></p> <p>Far exceeds the Standards <b>22</b></p> <hr/> <p>Score <b>264</b></p> <p># Responses <b>1</b></p>	<p>Does not meet the Standards <b>54</b></p> <p>Somewhat meets the Standards <b>18</b></p> <p>Meets the Standards <b>7</b></p> <p>Score <b>111</b></p> <p># Responses <b>1</b></p>	<p>Does not meet the Standards <b>33</b></p> <p>Somewhat meets the Standards <b>18</b></p> <p>Meets the Standards <b>27</b></p> <p>More than meets the Standards <b>1</b></p> <p>Score <b>154</b></p> <p># Responses <b>1</b></p>



### Comparative Average by Category



### Comparative Average by Product

