

# Florida Instructional Materials Adoption Summary Recommendation Form

1st & only choice

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

Adoption: \_\_\_\_\_ Subject/Course Name: Forensic Science

Publisher: National Geographic Learning ISBN: 13: 978-1-305-10792-2  
South Western College

Textbook/Program Title: FORENSIC Science - Fundamentals and INVESTIGATIONS

Strengths: easy to understand, ENGAGING CONTENT, HANDS-ON Activities, Capstone Project included, Differentiated Learning Strategies, Review & Assessment Questions included.

Weaknesses: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

OVERALL Committee Recommendation: Recommend

**Committee Members:**

	PRINTED NAME	SCHOOL	SIGNATURE
Committee Chair:	<u>Amye D. Goff</u>	<u>CHS</u>	<u>[Signature]</u>

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

\_\_\_\_\_  
Curriculum Specialist Signature

[Signature]  
Supervisor of Instructional Resources Signature

Date: \_\_\_\_\_

Forensic

2019 Clay Instructional Materials		Secondary Science Evaluation Rubric		Grade Band/Content: Forensic Science	
Publisher: Cengage					
The purpose of this evaluation rubric is to fairly and objectively evaluate the materials provided by the publishers found on the State Adoption List. The materials should assist the teacher in planning for lessons that deliver the content in a variety of engaging and effective methods that meet the needs of all learners. The materials should also assess the student learning and be aligned to the benchmarks and standards assessed for each grade band or content area.					
	1= Does not meet the Standard	2= Somewhat meets the Standards	3= Meets the Standards	4= More than meets the Standards	5= Far exceeds the Standards
<b>1. FIRST IMPRESSIONS</b>					
	<b>RATING</b>				
1.1 At first glance, the content and graphics are reliable and the book appears to be engaging for students.	1	2	3	4	5
1.2 The organization of the content aligns with the order that you would teach the standards.	1	2	3	4	5
1.3 The Appendices, Index, Multilingual Glossaries, and Table of Contents are included in the text.	1	2	3	4	5
1.4 The Benchmarks are identified at the point of need within the text in the student edition.	1	2	3	4	5
1.5 The Benchmarks are identified at the point of need within the text in the teacher's edition (TE).	1	2	3	4	5
1.6 There is a parallel Spanish version of the entire submitted program available.	1	2	3	4	5
1.7 There is a spoken component available, and low reading level Hispanic students can hear the whole book in Spanish.	1	2	3	4	5
<b>Section Subtotal:</b>	17				
<b>2. CONTENT</b>					
	<b>RATING</b>				
2.1 The content is aligned to all Standards and Benchmarks identified in the State Course Description.	1	2	3	4	5
2.2 How well does the level (complexity or difficulty) of the treatment of the content match the standards?	1	2	3	4	5
2.3 The order of chapters and lessons is customizable by the District to align with current Curricula Guides.	1	2	3	4	5
2.4 The content is scientifically accurate and up-to-date.	1	2	3	4	5

No multilingual - Does have English-Language in TE  
 No Benchmarks but does have Math & L. Faculty components as well as objectives  
 No Not sure about Spanish - Does have EL in TE

N/A No curricula Guide

2.5 The individual concepts are represented in a variety of ways including: text, images, video, graphic organizers, simulations, etc.	1 2 3 4 5	
2.6 The graphics are meaningful, appropriate, and facilitate learning.	1 2 3 4 5	
2.7 The content is appropriately chunked and presented in a logical sequence.	1 2 3 4 5	
2.8 The content reflects culturally responsive real-world STEM applications.	1 2 3 4 5	
2.9 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.	1 2 3 4 5	Has strategies for digging deeper in knowledge
2.10 The sequence of learning is educationally sound, developmentally appropriate, and follows current District Curricula Guides.	1 2 3 4 5	
2.11 The opportunities for cross-curricular connections are presented for the teacher.	1 2 3 4 5	Each chapter has cross-curricular connection
2.12 The content portrays equity among gender, ethnicity, age, work situations, and multicultural groups.	1 2 3 4 5	
<b>Section Subtotal:</b>	51	
<b>3. INSTRUCTIONAL FOCUS (LEARNING)</b>	<b>RATE</b>	<b>COMMENTS</b>
3.1 How well does the content make explicit connections between prior learning and new skills?	1 2 3 4 5	
3.2 The materials, resources, and ancillary materials include oral and written activities across the full range of cognitive complexity.	1 2 3 4 5	
3.3 There is consistent standards-based alignment among objectives, content, and assessments.	1 2 3 4 5	Objectives and connections to other disciplines
3.4 The concept development varies and utilizes manipulatives and hands-on demonstrations whenever possible.	1 2 3 4 5	Plenty of hands on activities in chapters
3.5 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?	1 2 3 4 5	
3.6 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.	1 2 3 4 5	

3.7 The lessons include oral and written activities ranging from basic skills to application (Cognitive Complexity/DOK).	1	2	3	4	5	
3.8 There is consistent standards-based alignment among the objectives, content, and assessments.	1	2	3	4	5	N/A
3.9 The Teacher's Edition (TE) includes a wrap-around section with resources and suggested strategies.	1	2	3	4	5	
3.10 The lessons begin with and include authentic, real-world situations across the content areas whenever possible.	1	2	3	4	5	
3.11 To what extent do the materials request the teacher to model and explain a strategy/skill before asking students to do so?	1	2	3	4	5	
3.12 The materials specify and address prerequisite knowledge and/or skills necessary to the learning of the new concept.	1	2	3	4	5	
3.13 To what extent do the lessons apply the strategy to many examples of a target skill?	1	2	3	4	5	
3.14 How well does the sequence of instruction move from teacher-directed to student-directed?	1	2	3	4	5	
3.15 To what extent does the sequence of instruction begin with easy tasks and progress to more difficult ones?	1	2	3	4	5	
3.16 To what extent is there adequate review of the most commonly assessed standards provided in the lessons.	1	2	3	4	5	
3.17 The teacher is alerted in the TE as to common mistakes, biases, and/or misconceptions relative to the content being studied.	1	2	3	4	5	N/A
<b>Section Subtotal:</b>	64					
<b>4. ASSESSMENT</b>	<b>RATE</b>					<b>COMMENTS</b>
4.1 There are multiple methods of assessment (standardized, performance tasks, projects, etc.) and rubrics are provided where applicable.	1	2	3	4	5	
4.2 The text includes options to administer diagnostic, formative, and summative assessments.	1	2	3	4	5	N/A
4.3 The assessment items are aligned to the benchmarks for content and complexity.	1	2	3	4	5	N/A
4.4 The Depth of Knowledge and cognitive complexity is noted for each item.	1	2	3	4	5	
4.5 Where applicable, the assessment items are aligned to the FLDOE Item Specifications.	1	2	3	4	5	N/A

4.6 There are electronic assessments aligned to standards, chapters or units and they can be customized by the teacher.	1	2	3	4	5	N/A			
4.7 The test items include rationale for incorrect answers.	1	2	3	4	5	N/A			
4.8 There are a variety of assessments included throughout the text. When appropriate, the assessments include scoring rubrics and they can be scored online.	1	2	3	4	5	N/A			
4.9 The assessments are provided in English and Spanish.	1	2	3	4	5	N/A			
<b>Section Subtotal:</b>	8								
<b>5. FORMAT AND ORGANIZATION</b>	RATE								<b>COMMENTS</b>
5.1 The displays of visual information (primary source documents, charts, graphs, photographs, etc.) are meaningful and facilitate learning.	1	2	3	4	5				
5.2 The order of the chapters and lessons is customizable by the District to align to the benchmarks.	1	2	3	4	5				
5.3 The readability level and vocabulary development is appropriate.	1	2	3	4	5				
<b>Section Subtotal:</b>	15								<b>COMMENTS</b>
<b>6. TEACHER SUPPORT MATERIALS</b>	RATE								
6.1 The teacher support materials provide background and content knowledge.	1	2	3	4	5				
6.2 The teacher's edition (TE) includes suggestions for demonstrating and/or modeling skills and concepts.	1	2	3	4	5				
6.3 There are prescriptive remediation materials provided that are aligned with the assessments and can help identify student achievement gaps.	1	2	3	4	5				
6.4 There are sample questions included to guide higher order thinking. The text notes the level of Cognitive Complexity or Depth of Knowledge.	1	2	3	4	5				
6.5 The TE is well organized, comprehensive, and easy to use.	1	2	3	4	5				
6.6 The ancillary materials scaffold knowledge and support lesson objectives.	1	2	3	4	5				
6.7 The ancillary materials include versions in English and Spanish.	1	2	3	4	5	N/A			

6.8 The supplementary materials (lab manuals, workbooks, online resources) provide remediation resources for lower achieving students and enrichment for higher achieving students.	1	2	3	4	5	N/A
6.9 The teacher support materials provide technology applications in English and Spanish.	1	2	3	4	5	N/A
6.10 There are leveled readers available in English and Spanish, and they are aligned with Science concepts.	1	2	3	4	5	N/A
<b>Section Subtotal:</b>	28					
<b>7. ELL INSTRUCTIONAL SUPPORT</b>	<b>RATE</b>					<b>COMMENTS</b>
7.1 The text is offered in Spanish in print and online.	1	2	3	4	5	N/A
7.2 The materials, resources, and ancillary materials are offered in Spanish and other languages other than English.	1	2	3	4	5	
7.3 The materials, resources, and ancillary materials are offered in Haitian Creole.	1	2	3	4	5	
7.4 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.)	1	2	3	4	5	
7.5 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.	1	2	3	4	5	
7.6 The materials, resources, and ancillary materials address vocabulary usage for all targeted levels of English language proficiency.	1	2	3	4	5	
<b>Section Subtotal:</b>	18					
<b>8. ESE INSTRUCTIONAL SUPPORT</b>	<b>RATE</b>					<b>COMMENTS</b>
8.1 The materials, resources, and ancillary materials identify essential points of instruction and support for language comprehension.	1	2	3	4	5	
8.2 The materials, resources, and ancillary materials provide support for language comprehension.	1	2	3	4	5	
8.3 The text identifies the Aligned Access Point Standards contained within the text.	1	2	3	4	5	N/A
8.4 The Teacher's Edition (TE) identifies the Aligned Access Point Standards contained within the text.	1	2	3	4	5	N/A

8.5 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.	1	2	3	4	5	N/A	
8.6 The online resources have built-in accessibility presentation and navigation features, along with study tools and Assistive Technology Supports for all students. (Review Technology & Learning Connections Guide for Flexible Digital Instructional Materials)	1	2	3	4	5	N/A	
<b>Section Subtotal:</b>					8		
<b>9. DIGITAL PLATFORM</b>							
9.1 The layout and organization is user friendly.	1	2	3	4	5	HAVE NOT SEEN DIGITAL PLATFORM	
9.2 There are additional resources provided for teaching beyond the print version.	1	2	3	4	5	to answer	
9.3 The digital platform is easy for teachers to use to search for topics, Benchmarks, and keywords.	1	2	3	4	5		
9.4 The digital platform is easy for students to use to search for topics, Benchmarks, and keywords.	1	2	3	4	5		
9.5 The students can submit work and receive feedback electronically.	1	2	3	4	5		
9.6 There are resources available for teacher content support.	1	2	3	4	5		
9.7 There are resources available for teacher pedagogy support.	1	2	3	4	5		
9.8 The teacher can provide feedback for student assignments via multiple modalities including: written, numerical indicators, circling, etc.	1	2	3	4	5		
9.9 The students can annotate digital text.	1	2	3	4	5		
<b>Section Subtotal:</b>							
						<b>TOTAL SCORE</b>	
<b>CATEGORY TOTALS</b>							
					<b>SUB-TOTAL</b>	<b>WEIGHT MULTIPLIER</b>	<b>TOTAL</b>
1. FIRST IMPRESSIONS					17		
2. CONTENT					57		
3. INSTRUCTIONAL FOCUS (LEARNING)					64		
4. ASSESSMENT					8		
5. FORMAT AND ORGANIZATION					15		

6. TEACHER SUPPORT MATERIALS			
7. ELL INSTRUCTIONAL SUPPORT	28		
8. ESE INSTRUCTIONAL SUPPORT	18		
9. DIGITAL PLATFORM	8		
	209	TOTAL SCORE	

SIGNATURES	SCHOOL	PRINTED NAME
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CHS

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Ampere D. Goff