

Florida Instructional Materials Adoption Summary Recommendation Form

2nd

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

Program Title: Horizons ISBN: 978-1-305-96099-2

Strengths: Attractive Diagrams, Astrobiology

Weaknesses: Intimidating text, Test Bank Program

Comments: A fine package. It was agreed that it would be appropriate 20-10 years ago when honors courses had a higher level.

OVERALL Committee Recommendation: No/Maybe - 2nd choice

Committee Members:

PRINTED NAME	SCHOOL	SIGNATURE
<u>Chair: Tom Webber</u>	<u>OHS</u>	<u>[Signature]</u>
<u>Clayton Carter</u>	<u>FIHS</u>	<u>[Signature]</u>
<u>Devan Skapetis</u>	<u>RHS</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

15

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 Must be included 978-0-07-672581-6

Program Title: Explorations w/ Connect + Smartbook ISBN: 978-0-07-669197-5




Strengths: Digital resources, readability

Weaknesses: Limited reading questions, wordy

Comments: Very well aligned for today's honors students

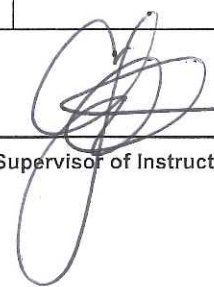
OVERALL Committee Recommendation: Yes - Top Choice

Committee Members:

PRINTED NAME	SCHOOL	SIGNATURE
Chair: Tom Webber	OMS	
Clayton Carter	FIHS	
Devan Skapetis	RHS	

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Curriculum Specialist Signature


Supervisor of Instructional Resources Signature

Date: 4/5/19

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: Pearson

Program Title The Cosmic Perspective ISBN: 0-23-475266-x




Strengths: Well organized with a great deal of interaction.

Weaknesses: Intimidating to students; large blocks of text with fewer pictures

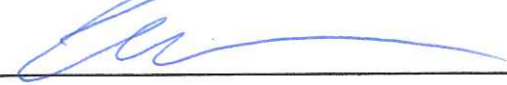
Comments: More appropriate for college.

OVERALL Committee Recommendation: No

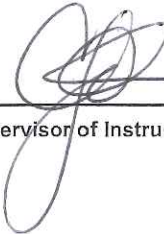
Committee Members:

PRINTED NAME	SCHOOL	SIGNATURE
Chair: Tom Webber	OHS	
Devan Stepien	RHS	
Clayton Carter	FIHS	

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



Curriculum Specialist Signature



Supervisor of Instructional Resources Signature

Date: 4/5/19

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: Pearson

Program Title Astronomy Today ISBN: 978-0-13-458055-5


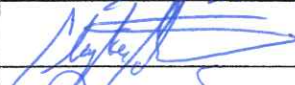
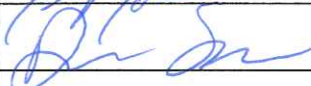
Strengths: It exists

Weaknesses: ~~It exists~~ Diagrams are not engaging or pleasant to look at
Test questions are not related to text and too difficult

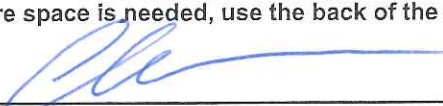
Comments: More appropriate for college level.

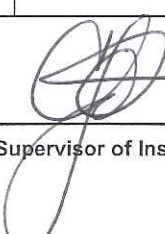
OVERALL Committee Recommendation: No

Committee Members:

PRINTED NAME	SCHOOL	SIGNATURE
<u>Chair: Tom Webber</u>	<u>OAS</u>	
<u>Clayton Carter</u>	<u>FIHS</u>	
<u>D. Skapetis D. Skapetis</u>	<u>RHS</u>	

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


Curriculum Specialist Signature


Supervisor of Instructional Resources Signature

Date: 4/5/19

Committee Scorecard

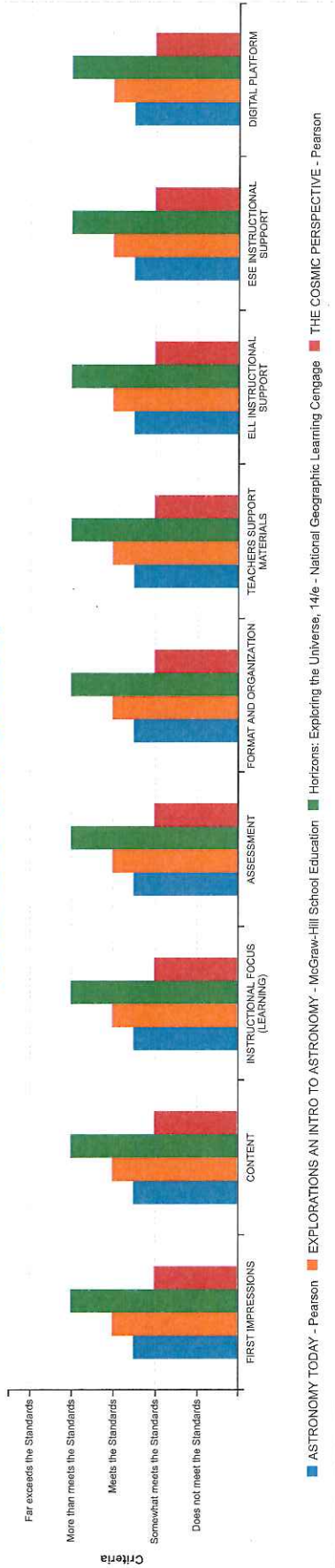
Clay County District Schools Secondary Science Adoption Rubric - Astronomy

Astronomy Solar/Galactic Honors

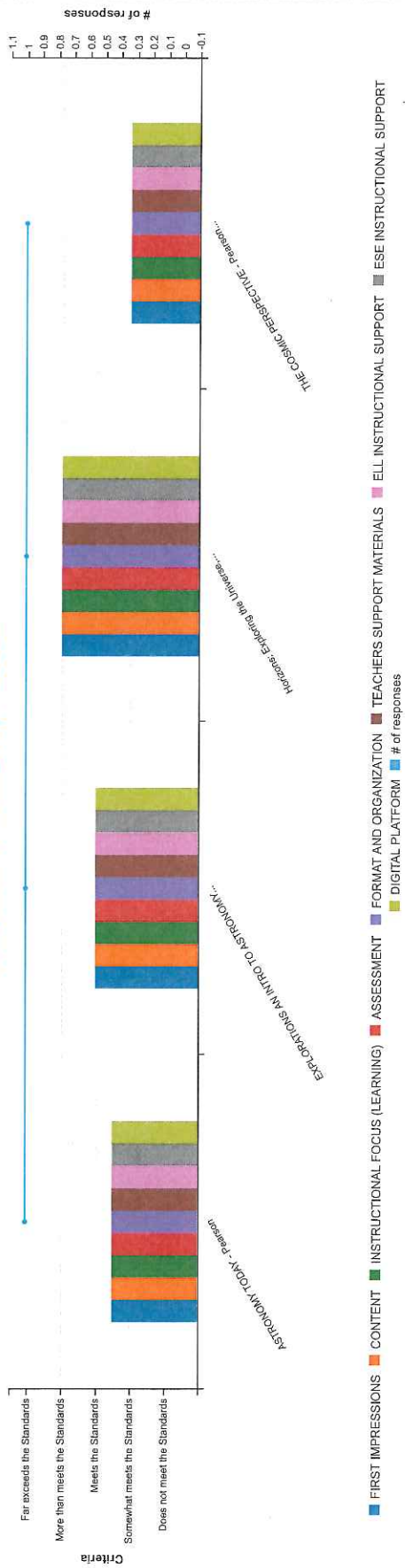
Calculation <input checked="" type="checkbox"/> Detail <input type="checkbox"/> Average <input type="checkbox"/> Scores <input type="checkbox"/> Hide <input checked="" type="checkbox"/> Show <input type="checkbox"/>	EXPLORATIONS AN INTRO TO ASTRONOMY - McGraw-Hill School Education	ASTRONOMY TODAY - Pearson	Horizons: Exploring the Universe, 14/e - National Geographic Learning Cengage	THE COSMIC PERSPECTIVE - Pearson
1. FIRST IMPRESSIONS	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
2. CONTENT	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
3. INSTRUCTIONAL FOCUS (LEARNING)	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
4. ASSESSMENT	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
5. FORMAT AND ORGANIZATION	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
6. TEACHERS SUPPORT MATERIALS	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
7. ELL INSTRUCTIONAL SUPPORT	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
8. ESE INSTRUCTIONAL SUPPORT	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
9. DIGITAL PLATFORM	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards

Summary	Meets the Standards # Responses 1	Somewhat meets the Standards # Responses 1	More than meets the Standards # Responses 1	Somewhat meets the Standards # Responses 1
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Comparative Average by Category









Comparative Average by Product



Teacher Feedback Scorecard

2018-19 Astronomy Solar/Galactic Honors Teacher Textbook Adoption Survey

Astronomy Solar/Galactic Honors

<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>Horizons: Exploring the Universe, 14/e - National Geographic Learning Cengage</p>	<p>EXPLORATIONS AN INTRO TO ASTRONOMY - 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 Astronomy Solar/Galactic Honors students?</p>		
<p>Summary</p>		

Committee Scorecard

Clay County District Schools Secondary Science Adoption Rubric - Astronomy

Astronomy Solar/Galactic Honors

Detail <input type="checkbox"/> Average Calculation Hide <input checked="" type="checkbox"/> Show Scores	EXPLORATIONS AN INTRO TO ASTRONOMY - McGraw-Hill School Education	ASTRONOMY TODAY - Pearson	Horizons: Exploring the Universe, 14/e - National Geographic Learning Cengage	THE COSMIC PERSPECTIVE - Pearson
1. FIRST IMPRESSIONS	Far exceeds the Standards 7 Score 35	Does not meet the Standards 3 More than meets the Standards 4 Score 19	More than meets the Standards 7 Score 28	Somewhat meets the Standards 7 Score 14
1. At first glance, the content and graphics are relatable and the book appears to be engaging for students.	Far exceeds the Standards 1	More than meets the Standards 1	More than meets the Standards 1	Somewhat meets the Standards 1
2. The organization of the content aligns with the order that you would teach the standards.	Far exceeds the Standards 1	More than meets the Standards 1	More than meets the Standards 1	Somewhat meets the Standards 1
3. The Appendices, Index, Multilingual Glossaries, and Table of Contents are included in the text.	Far exceeds the Standards 1	Does not meet the Standards 1	More than meets the Standards 1	Somewhat meets the Standards 1

<p>4. The Benchmarks are identified at the point of need within the text in the student edition.</p>	<p>Far exceeds the Standards 1</p>	<p>More than meets the Standards 1</p>	<p>More than meets the Standards 1</p>	<p>Somewhat meets the Standards 1</p>
<p>5. The Benchmarks are identified at the point of need within the text in the teacher's edition (TE).</p>	<p>Far exceeds the Standards 1</p>	<p>More than meets the Standards 1</p>	<p>More than meets the Standards 1</p>	<p>Somewhat meets the Standards 1</p>
<p>6. There is a parallel Spanish version of the entire submitted program available.</p>	<p>Far exceeds the Standards 1</p>	<p>Does not meet the Standards 1</p>	<p>More than meets the Standards 1</p>	<p>Somewhat meets the Standards 1</p>
<p>7. There is a spoken component available, and low reading level Hispanic students can hear the whole book in Spanish.</p>	<p>Far exceeds the Standards 1</p>	<p>Does not meet the Standards 1</p>	<p>More than meets the Standards 1</p>	<p>Somewhat meets the Standards 1</p>
<p>2. CONTENT</p>	<p>Far exceeds the Standards 12</p> <p>Score 60</p>	<p>Somewhat meets the Standards 1</p> <p>Meets the Standards 5</p> <p>More than meets the Standards 6</p> <p>Score 41</p>	<p>More than meets the Standards 12</p> <p>Score 48</p>	<p>Somewhat meets the Standards 12</p> <p>Score 24</p>

<p>1. The content is aligned to all Standards and Benchmarks identified in the State Course Description.</p>	<p>Far exceeds the Standards 1</p>	<p>Meets the Standards 1</p>	<p>More than meets the Standards 1</p>	<p>Somewhat meets the Standards 1</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 1</p>	<p>More than meets the Standards 1</p>	<p>More than meets the Standards 1</p>	<p>Somewhat meets the Standards 1</p>
<p>3. The textbook is ordered logically, allowing one concept to build upon another..</p>	<p>Far exceeds the Standards 1</p>	<p>More than meets the Standards 1</p>	<p>More than meets the Standards 1</p>	<p>Somewhat meets the Standards 1</p>
<p>4. The content is scientifically accurate and up-to-date.</p>	<p>Far exceeds the Standards 1</p>	<p>More than meets the Standards 1</p>	<p>More than meets the Standards 1</p>	<p>Somewhat meets the Standards 1</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 1</p>	<p>Meets the Standards 1</p>	<p>More than meets the Standards 1</p>	<p>Somewhat meets the Standards 1</p>
<p>6. The graphics are meaningful, appropriate, and facilitate learning.</p>	<p>Far exceeds the Standards 1</p>	<p>Meets the Standards 1</p>	<p>More than meets the Standards 1</p>	<p>Somewhat meets the Standards 1</p>

<p>7. The content is appropriately chunked and presented in a logical sequence.</p>	<p>Far exceeds the Standards 1</p>	<p>More than meets the Standards 1</p>	<p>More than meets the Standards 1</p>	<p>Somewhat meets the Standards 1</p>
<p>8. The content reflects culturally responsive real-world STEM applications.</p>	<p>Far exceeds the Standards 1</p>	<p>Meets the Standards 1</p>	<p>More than meets the Standards 1</p>	<p>Somewhat meets the Standards 1</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>Far exceeds the Standards 1</p>	<p>More than meets the Standards 1</p>	<p>More than meets the Standards 1</p>	<p>Somewhat meets the Standards 1</p>
<p>10. The sequence of learning is educationally sound and developmentally appropriate.</p>	<p>Far exceeds the Standards 1</p>	<p>Somewhat meets the Standards 1</p>	<p>More than meets the Standards 1</p>	<p>Somewhat meets the Standards 1</p>
<p>11. The opportunities for cross-curricular connections are presented for the teacher.</p>	<p>Far exceeds the Standards 1</p>	<p>Meets the Standards 1</p>	<p>More than meets the Standards 1</p>	<p>Somewhat meets the Standards 1</p>

<p>12. The content portrays equity among gender, ethnicity, age, work situations, and multicultural groups.</p>	<p>Far exceeds the Standards 1</p>	<p>More than meets the Standards 1</p>	<p>More than meets the Standards 1</p>	<p>Somewhat meets the Standards 1</p>
<p>3. INSTRUCTIONAL FOCUS (LEARNING)</p>	<p>Far exceeds the Standards 17 Score 85</p>	<p>Somewhat meets the Standards 3 Meets the Standards 10 More than meets the Standards 4 Score 52</p>	<p>More than meets the Standards 17 Score 68</p>	<p>Somewhat meets the Standards 17 Score 34</p>
<p>1. How well does the content make explicit connections between prior learning and new skills?</p>	<p>Far exceeds the Standards 1</p>	<p>Meets the Standards 1</p>	<p>More than meets the Standards 1</p>	<p>Somewhat meets the Standards 1</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 1</p>	<p>Somewhat meets the Standards 1</p>	<p>More than meets the Standards 1</p>	<p>Somewhat meets the Standards 1</p>
<p>3. There is consistent standards-based alignment among objectives, content, and assessments.</p>	<p>Far exceeds the Standards 1</p>	<p>More than meets the Standards 1</p>	<p>More than meets the Standards 1</p>	<p>Somewhat meets the Standards 1</p>

<p>4. The concept development varies and utilizes manipulatives and hands-on demonstrations whenever possible.</p>	<p>Far exceeds the Standards 1</p>	<p>Somewhat meets the Standards 1</p>	<p>More than meets the Standards 1</p>	<p>Somewhat meets the Standards 1</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 1</p>	<p>More than meets the Standards 1</p>	<p>More than meets the Standards 1</p>	<p>Somewhat meets the Standards 1</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>Far exceeds the Standards 1</p>	<p>More than meets the Standards 1</p>	<p>More than meets the Standards 1</p>	<p>Somewhat meets the Standards 1</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 1</p>	<p>Meets the Standards 1</p>	<p>More than meets the Standards 1</p>	<p>Somewhat meets the Standards 1</p>
<p>8. There is consistent standards-based alignment among the objectives, content, and assessments.</p>	<p>Far exceeds the Standards 1</p>	<p>Meets the Standards 1</p>	<p>More than meets the Standards 1</p>	<p>Somewhat meets the Standards 1</p>
<p>9. The Teacher's Edition (TE) includes a wrap-around section with resources and suggested strategies.</p>	<p>Far exceeds the Standards 1</p>	<p>Meets the Standards 1</p>	<p>More than meets the Standards 1</p>	<p>Somewhat meets the Standards 1</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 1</p>	<p>Meets the Standards 1</p>	<p>More than meets the Standards 1</p>	<p>Somewhat meets the Standards 1</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>Far exceeds the Standards 1</p>	<p>Meets the Standards 1</p>	<p>More than meets the Standards 1</p>	<p>Somewhat meets the Standards 1</p>

<p>12. The materials specify and address prerequisite knowledge and/or skills necessary to the learning of the new concept.</p>	<p>Far exceeds the Standards 1</p>	<p>Meets the Standards 1</p>	<p>More than meets the Standards 1</p>	<p>Somewhat meets the Standards 1</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 1</p>	<p>Meets the Standards 1</p>	<p>More than meets the Standards 1</p>	<p>Somewhat meets the Standards 1</p>
<p>14. How well does the sequence of instruction move from teacher-directed to student-directed?</p>	<p>Far exceeds the Standards 1</p>	<p>Meets the Standards 1</p>	<p>More than meets the Standards 1</p>	<p>Somewhat meets the Standards 1</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 1</p>	<p>More than meets the Standards 1</p>	<p>More than meets the Standards 1</p>	<p>Somewhat meets the Standards 1</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 1</p>	<p>Meets the Standards 1</p>	<p>More than meets the Standards 1</p>	<p>Somewhat meets the Standards 1</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>Far exceeds the Standards 1</p>	<p>Somewhat meets the Standards 1</p>	<p>More than meets the Standards 1</p>	<p>Somewhat meets the Standards 1</p>
<p>4. ASSESSMENT</p>	<p>Far exceeds the Standards 9</p> <hr/> <p>Score 45</p>	<p>Does not meet the Standards 2</p> <p>Somewhat meets the Standards 3</p> <p>Meets the Standards 4</p> <hr/> <p>Score 20</p>	<p>More than meets the Standards 9</p> <hr/> <p>Score 36</p>	<p>Somewhat meets the Standards 9</p> <hr/> <p>Score 18</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 1</p>	<p>Somewhat meets the Standards 1</p>	<p>More than meets the Standards 1</p>	<p>Somewhat meets the Standards 1</p>
<p>2. The text includes options to administer diagnostic, formative, and summative assessments.</p>	<p>Far exceeds the Standards 1</p>	<p>Somewhat meets the Standards 1</p>	<p>More than meets the Standards 1</p>	<p>Somewhat meets the Standards 1</p>
<p>3. The assessment items are aligned to the benchmarks for content and complexity.</p>	<p>Far exceeds the Standards 1</p>	<p>Meets the Standards 1</p>	<p>More than meets the Standards 1</p>	<p>Somewhat meets the Standards 1</p>

<p>4. The Depth of Knowledge and cognitive complexity is noted for each item.</p>	<p>Far exceeds the Standards 1</p>	<p>Somewhat meets the Standards 1</p>	<p>More than meets the Standards 1</p>	<p>Somewhat meets the Standards 1</p>
<p>5. Where applicable, the assessment items are aligned to the FLDOE Item Specifications.</p>	<p>Far exceeds the Standards 1</p>	<p>Meets the Standards 1</p>	<p>More than meets the Standards 1</p>	<p>Somewhat meets the Standards 1</p>
<p>6. There are electronic assessments aligned to standards, chapters or units and they can be customized by the teacher.</p>	<p>Far exceeds the Standards 1</p>	<p>Does not meet the Standards 1</p>	<p>More than meets the Standards 1</p>	<p>Somewhat meets the Standards 1</p>
<p>7. The test items include rationale for incorrect answers.</p>	<p>Far exceeds the Standards 1</p>	<p>Meets the Standards 1</p>	<p>More than meets the Standards 1</p>	<p>Somewhat meets the Standards 1</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 1</p>	<p>Meets the Standards 1</p>	<p>More than meets the Standards 1</p>	<p>Somewhat meets the Standards 1</p>

<p>9. The assessments are provided in English and Spanish.</p>	<p>Far exceeds the Standards 1</p>	<p>Does not meet the Standards 1</p>	<p>More than meets the Standards 1</p>	<p>Somewhat meets the Standards 1</p>
<p>5. FORMAT AND ORGANIZATION</p>	<p>Far exceeds the Standards 3 Score 15</p>	<p>Somewhat meets the Standards 2 Meets the Standards 1 Score 7</p>	<p>More than meets the Standards 3 Score 12</p>	<p>Somewhat meets the Standards 3 Score 6</p>
<p>1. The displays of visual information (primary source documents, charts, graphs, photographs, etc.) are meaningful and facilitate learning.</p>	<p>Far exceeds the Standards 1</p>	<p>Somewhat meets the Standards 1</p>	<p>More than meets the Standards 1</p>	<p>Somewhat meets the Standards 1</p>
<p>2. The order of the chapters and lessons is customizable by the District to align to the benchmarks.</p>	<p>Far exceeds the Standards 1</p>	<p>Meets the Standards 1</p>	<p>More than meets the Standards 1</p>	<p>Somewhat meets the Standards 1</p>
<p>3. The readability level and vocabulary development is appropriate.</p>	<p>Far exceeds the Standards 1</p>	<p>Somewhat meets the Standards 1</p>	<p>More than meets the Standards 1</p>	<p>Somewhat meets the Standards 1</p>

<p>6. TEACHERS SUPPORT MATERIALS</p>	<p>Does not meet the Standards 3</p> <p>Somewhat meets the Standards 1</p> <p>Far exceeds the Standards 6</p> <p>Score 35</p>	<p>Does not meet the Standards 3</p> <p>Somewhat meets the Standards 4</p> <p>Meets the Standards 3</p> <p>Score 20</p>	<p>More than meets the Standards 10</p> <p>Score 40</p>	<p>Somewhat meets the Standards 10</p> <p>Score 20</p>
<p>1. The teacher support materials provide background and content knowledge.</p>	<p>Far exceeds the Standards 1</p>	<p>Meets the Standards 1</p>	<p>More than meets the Standards 1</p>	<p>Somewhat meets the Standards 1</p>
<p>2. The teacher's edition (TE) includes suggestions for demonstrating and/or modeling skills and concepts.</p>	<p>Far exceeds the Standards 1</p>	<p>Somewhat meets the Standards 1</p>	<p>More than meets the Standards 1</p>	<p>Somewhat meets the Standards 1</p>
<p>3. There are prescriptive remediation materials provided that are aligned with the assessments and can help identify student achievement gaps.</p>	<p>Far exceeds the Standards 1</p>	<p>Somewhat meets the Standards 1</p>	<p>More than meets the Standards 1</p>	<p>Somewhat meets the Standards 1</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>Far exceeds the Standards 1</p>	<p>Somewhat meets the Standards 1</p>	<p>More than meets the Standards 1</p>	<p>Somewhat meets the Standards 1</p>
<p>5. The TE is well organized, comprehensive, and easy to use.</p>	<p>Far exceeds the Standards 1</p>	<p>Meets the Standards 1</p>	<p>More than meets the Standards 1</p>	<p>Somewhat meets the Standards 1</p>
<p>6. The ancillary materials scaffold knowledge and support lesson objectives.</p>	<p>Far exceeds the Standards 1</p>	<p>Meets the Standards 1</p>	<p>More than meets the Standards 1</p>	<p>Somewhat meets the Standards 1</p>
<p>7. The ancillary materials include versions in English and Spanish.</p>	<p>Does not meet the Standards 1</p>	<p>Does not meet the Standards 1</p>	<p>More than meets the Standards 1</p>	<p>Somewhat meets the Standards 1</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>Somewhat meets the Standards 1</p>	<p>Somewhat meets the Standards 1</p>	<p>More than meets the Standards 1</p>	<p>Somewhat meets the Standards 1</p>

<p>9. The teacher support materials provide technology applications in English and Spanish.</p>	<p>Does not meet the Standards 1</p>	<p>Does not meet the Standards 1</p>	<p>More than meets the Standards 1</p>	<p>Somewhat meets the Standards 1</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 1</p>	<p>Does not meet the Standards 1</p>	<p>More than meets the Standards 1</p>	<p>Somewhat meets the Standards 1</p>
<p>7. ELL INSTRUCTIONAL SUPPORT</p>	<p>Does not meet the Standards 5 Somewhat meets the Standards 1 Score 7</p>	<p>Does not meet the Standards 4 Somewhat meets the Standards 2 Score 8</p>	<p>More than meets the Standards 6 Score 24</p>	<p>Somewhat meets the Standards 6 Score 12</p>
<p>1. The text is offered in Spanish in print and online.</p>	<p>Does not meet the Standards 1</p>	<p>Does not meet the Standards 1</p>	<p>More than meets the Standards 1</p>	<p>Somewhat meets the Standards 1</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 1</p>	<p>Does not meet the Standards 1</p>	<p>More than meets the Standards 1</p>	<p>Somewhat meets the Standards 1</p>
<p>3. The materials, resources, and ancillary materials are offered in Haitian Creole.</p>	<p>Does not meet the Standards 1</p>	<p>Does not meet the Standards 1</p>	<p>More than meets the Standards 1</p>	<p>Somewhat meets the Standards 1</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>Does not meet the Standards 1</p>	<p>Does not meet the Standards 1</p>	<p>More than meets the Standards 1</p>	<p>Somewhat meets the Standards 1</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>Does not meet the Standards 1</p>	<p>Somewhat meets the Standards 1</p>	<p>More than meets the Standards 1</p>	<p>Somewhat meets the Standards 1</p>

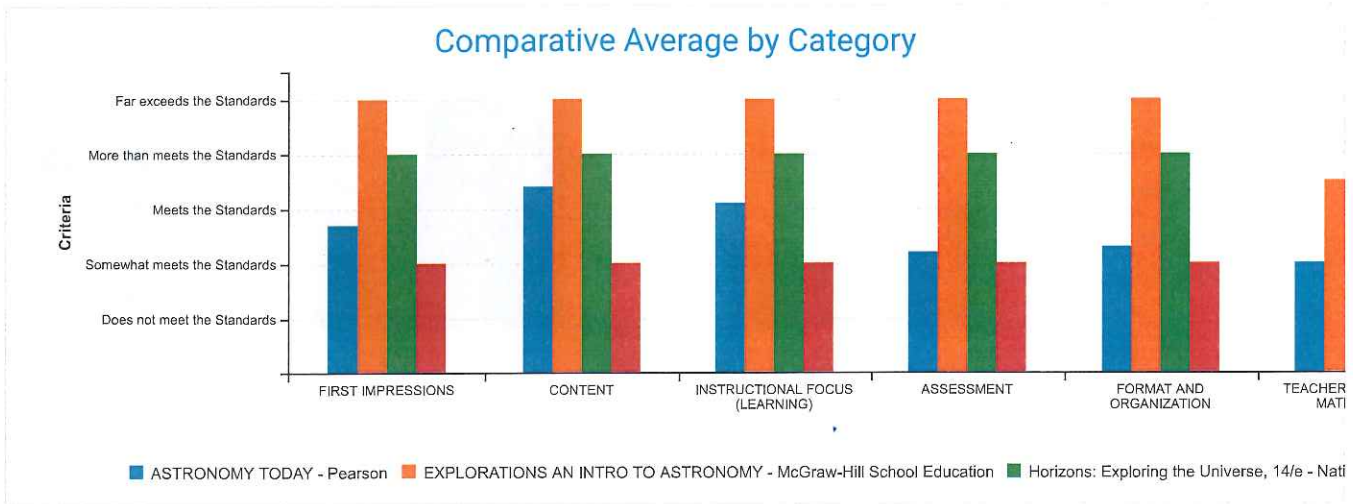
<p>6. The materials, resources, and ancillary materials address vocabulary usage for all targeted levels of English language proficiency.</p>	<p>Somewhat meets the Standards 1</p>	<p>Somewhat meets the Standards 1</p>	<p>More than meets the Standards 1</p>	<p>Somewhat meets the Standards 1</p>
<p>8. ESE INSTRUCTIONAL SUPPORT</p>	<p>Somewhat meets the Standards 4 Meets the Standards 2 Score 14</p>	<p>Does not meet the Standards 3 Somewhat meets the Standards 3 Score 9</p>	<p>More than meets the Standards 6 Score 24</p>	<p>Somewhat meets the Standards 6 Score 12</p>
<p>1. The materials, resources, and ancillary materials identify essential points of instruction and support for language comprehension.</p>	<p>Somewhat meets the Standards 1</p>	<p>Does not meet the Standards 1</p>	<p>More than meets the Standards 1</p>	<p>Somewhat meets the Standards 1</p>
<p>2. The materials, resources, and ancillary materials provide support for language comprehension.</p>	<p>Somewhat meets the Standards 1</p>	<p>Does not meet the Standards 1</p>	<p>More than meets the Standards 1</p>	<p>Somewhat meets the Standards 1</p>
<p>3. The text identifies the Aligned Access Point Standards contained within the text.</p>	<p>Somewhat meets the Standards 1</p>	<p>Somewhat meets the Standards 1</p>	<p>More than meets the Standards 1</p>	<p>Somewhat meets the Standards 1</p>

<p>4. The Teacher's Edition (TE) identifies the Aligned Access Point Standards contained within the text.</p>	<p>Somewhat meets the Standards 1</p>	<p>Somewhat meets the Standards 1</p>	<p>More than meets the Standards 1</p>	<p>Somewhat meets the Standards 1</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 1</p>	<p>Does not meet the Standards 1</p>	<p>More than meets the Standards 1</p>	<p>Somewhat meets the Standards 1</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 & Learning Connections Guide for Flexible Digital Instructional Materials)</p>	<p>Meets the Standards 1</p>	<p>Somewhat meets the Standards 1</p>	<p>More than meets the Standards 1</p>	<p>Somewhat meets the Standards 1</p>

<p>9. DIGITAL PLATFORM</p>	<p>Meets the Standards 1</p> <p>More than meets the Standards 4</p> <p>Far exceeds the Standards 4</p> <p>Score 39</p>	<p>Does not meet the Standards 1</p> <p>Somewhat meets the Standards 8</p> <p>Score 17</p>	<p>More than meets the Standards 9</p> <p>Score 36</p>	<p>Somewhat meets the Standards 9</p> <p>Score 18</p>
<p>1. The layout and organization is user friendly.</p>	<p>Far exceeds the Standards 1</p>	<p>Somewhat meets the Standards 1</p>	<p>More than meets the Standards 1</p>	<p>Somewhat meets the Standards 1</p>
<p>2. There are additional resources provided for teaching beyond the print version.</p>	<p>Far exceeds the Standards 1</p>	<p>Somewhat meets the Standards 1</p>	<p>More than meets the Standards 1</p>	<p>Somewhat meets the Standards 1</p>
<p>3. The digital platform is easy for teachers to use to search for topics, Benchmarks, and keywords.</p>	<p>Far exceeds the Standards 1</p>	<p>Somewhat meets the Standards 1</p>	<p>More than meets the Standards 1</p>	<p>Somewhat meets the Standards 1</p>
<p>4. The digital platform is easy for students to use to search for topics, Benchmarks, and keywords.</p>	<p>More than meets the Standards 1</p>	<p>Somewhat meets the Standards 1</p>	<p>More than meets the Standards 1</p>	<p>Somewhat meets the Standards 1</p>
<p>5. The students can submit work and receive feedback electronically.</p>	<p>More than meets the Standards 1</p>	<p>Somewhat meets the Standards 1</p>	<p>More than meets the Standards 1</p>	<p>Somewhat meets the Standards 1</p>

<p>6. There are resources available for teacher content support.</p>	<p>Far exceeds the Standards 1</p>	<p>Somewhat meets the Standards 1</p>	<p>More than meets the Standards 1</p>	<p>Somewhat meets the Standards 1</p>
<p>7. The are resources available for teacher pedagogy support.</p>	<p>More than meets the Standards 1</p>	<p>Somewhat meets the Standards 1</p>	<p>More than meets the Standards 1</p>	<p>Somewhat meets the Standards 1</p>
<p>8. The teacher can provide feedback for student assignments via multiple modalities including: written, numerical indicators, circling, etc.</p>	<p>More than meets the Standards 1</p>	<p>Somewhat meets the Standards 1</p>	<p>More than meets the Standards 1</p>	<p>Somewhat meets the Standards 1</p>
<p>9. The students can annotate digital text.</p>	<p>Meets the Standards 1</p>	<p>Does not meet the Standards 1</p>	<p>More than meets the Standards 1</p>	<p>Somewhat meets the Standards 1</p>
<p>Summary</p>	<p>Does not meet the Standards 8</p> <p>Somewhat meets the Standards 6</p> <p>Meets the Standards 3</p> <p>More than meets the Standards 4</p> <p>Far exceeds the Standards 58</p> <p>Score 335</p> <p># Responses 1</p>	<p>Does not meet the Standards 16</p> <p>Somewhat meets the Standards 26</p> <p>Meets the Standards 23</p> <p>More than meets the Standards 14</p> <p>Score 193</p> <p># Responses 1</p>	<p>More than meets the Standards 79</p> <p>Score 316</p> <p># Responses 1</p>	<p>Somewhat meets the Standards 79</p> <p>Score 158</p> <p># Responses 1</p>





Comparative Average by Product

