

# 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: Mc Graw Hill

Program Title Florida Physical Science

ISBN: 978-0-07-904226-2

Strengths: offers consumables. When evaluating how math concepts are taught it explained the topics in detail along with practice problems to ensure understanding. State standards are also provided along with cross curriculum standards. Information is up to date.

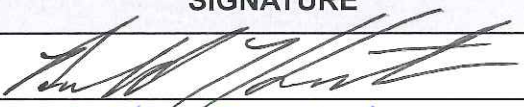
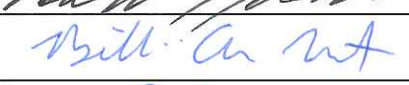




Weaknesses: ~~Hard copy student edition in Spanish is not offered.~~

Comments: all teachers in the Physical Science Committee agree this is the Best textbook to adopt.

**OVERALL Committee Recommendation:** McGraw Hill- Florida Physical Science

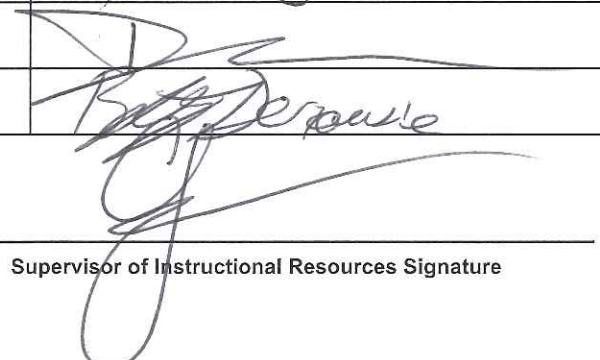
1st

Committee Members:

PRINTED NAME	SCHOOL	SIGNATURE
<u>Chair: Ronald C Hartman</u>	<u>KHS</u>	
<u>Billie Anne Lantz</u>	<u>OHS</u>	
<u>Patricia Anderson</u>	<u>FIHS</u>	
<u>Rebecca Swain</u>	<u>CHS</u>	
<u>DANIEL BAKER</u>	<u>MHS</u>	
<u>Bethany Derasie</u>	<u>RHS</u>	

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

  
Curriculum Specialist Signature

  
Supervisor of Instructional Resources Signature

Date: 4/8/19

# 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: Pearson

Program Title Physical Science Concepts in Action ISBN: 978-0-13-316394-0

Strengths: Text seems to be written for lower level readers. Many sources are offered online to supplement information in the textbook.

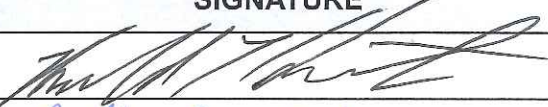


Weaknesses: Does not offer consumables. State standards are not provided in student text. Concerned no teacher addition is offered for review. Book is 8 years outdated

Comments: Due to multiple issues, listed above, the committee does not think this is the textbook to adopt

**OVERALL Committee Recommendation:** M'Graw Hill - Florida Physical Science

2nd

Committee Members:

PRINTED NAME	SCHOOL	SIGNATURE
<u>Chair: Ronald L Hartman</u>	<u>KHS</u>	
<u>Billie-Anne Lentz</u>	<u>OHS</u>	<u>Billie-Anne</u>
<u>Patricia Anderson</u>	<u>FIHS</u>	
<u>Rebecca R. Swain</u>	<u>CHS</u>	<u>Rebecca R Swain</u>
<u>DANIEL BAKER</u>	<u>MHS</u>	
<u>Bethany Derasie</u>	<u>RHS</u>	<u>Bethany Derasie</u>

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

  
Curriculum Specialist Signature

  
Supervisor of Instructional Resources Signature

Date: 4/8/19



## 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: Discovery Education

Program Title Science Techbook ISBN: 13:978-156331-113-0

Strengths: digital

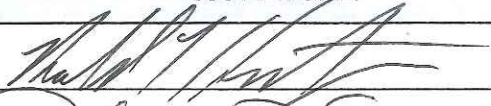
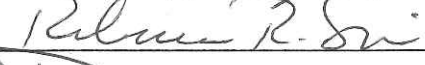


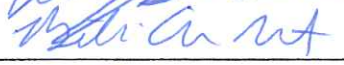

Weaknesses: text - no assessments/reviews, too little graphics, poor layout, not visually engaging

Comments: too dependent on the digital. We voted no to adopt this textbook.

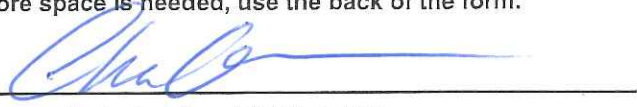
**OVERALL Committee Recommendation:** Mc Graw Hill - Florida Physical Science

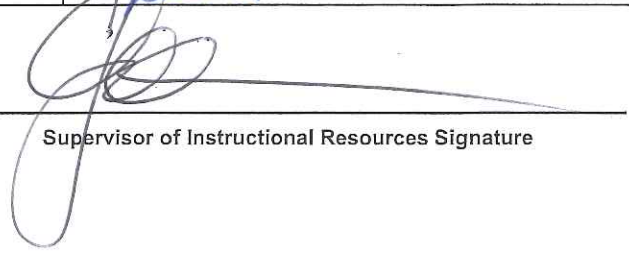
NO

Committee Members:

PRINTED NAME	SCHOOL	SIGNATURE
<span style="color: red;">Chair:</span> Ronald Hartman	Keystone	
Rebecca Swain	CHS	
DANIEL BAKER	MHS	
Bethany Derasie	RHS	
Billie Anne Lutz	OHS	
Patricia Anderson	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 Conceptual Physical Science ISBN: 978-0-13-406049-1

Strengths: It offers earth and space for a county who needs that, which clay county doesn't.

Weaknesses: Is not offered online and includes earth + space science which are both not covered for Florida physical science

Comments: We voted no for this book mostly due to the lack of online resources

OVERALL Committee Recommendation: NO McGraw Hill - Florida Physical Science

Committee Members:

PRINTED NAME	SCHOOL	SIGNATURE
<u>Chair: Ronald L Hartman</u>	<u>KHS</u>	<u>[Signature]</u>
<u>Billie Anne Lentz</u>	<u>OHS</u>	<u>[Signature]</u>
<u>Bethany Derasse</u>	<u>RHS</u>	<u>[Signature]</u>
<u>DANIEL BAKER</u>	<u>MHS</u>	<u>[Signature]</u>
<u>Rebecca Swain</u>	<u>CHS</u>	<u>[Signature]</u>
<u>Patricia Anderson</u>	<u>FIHS</u>	<u>[Signature]</u>

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[Signature]  
Curriculum Specialist Signature






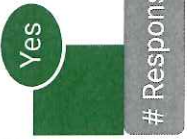
[Signature]  
Supervisor of Instructional Resources Signature

Date: 4/5/19

# Teacher Feedback Scorecard

2018-19 Physical Science Teacher Textbook Adoption Survey

Physical Science

<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>Physical Science Concepts in Action ©2011 - Pearson</p>	<p>Glencoe Physical Science © 2019 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 Physical Science students?</p>		
<p><b>Summary</b></p>		



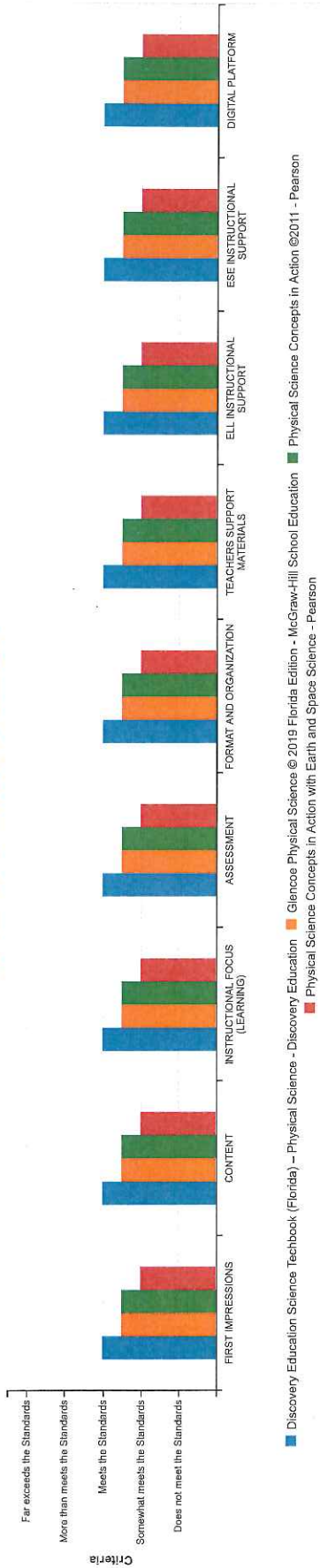
# Committee Scorecard

Clay County District Schools Secondary Science Adoption Rubric - Physical Science  
Physical Science

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"/>	Glencoe Physical Science © 2019 Florida Edition - McGraw-Hill School Education	Physical Science Concepts in Action ©2011 - Pearson	Discovery Education Science Techbook (Florida) – Physical Science - Discovery Education	Physical Science Concepts in Action with Earth and Space Science - Pearson
1. FIRST IMPRESSIONS	Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards
2. CONTENT	Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards
3. INSTRUCTIONAL FOCUS (LEARNING)	Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards
4. ASSESSMENT	Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards
5. FORMAT AND ORGANIZATION	Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards
6. TEACHERS SUPPORT MATERIALS	Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards
7. ELL INSTRUCTIONAL SUPPORT	Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards
8. ESE INSTRUCTIONAL SUPPORT	Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards
9. DIGITAL PLATFORM	Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards

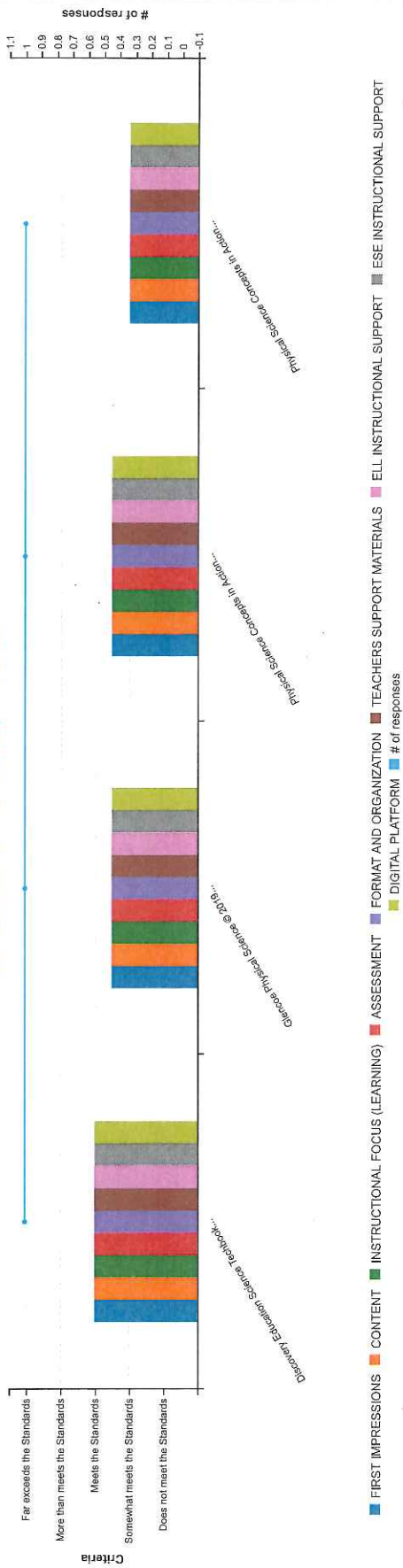
<b>Summary</b>	Somewhat meets the Standards # Responses <b>1</b>	Somewhat meets the Standards # Responses <b>1</b>	Meets the Standards # Responses <b>1</b>	Somewhat meets the Standards # Responses <b>1</b>
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### Comparative Average by Category





### Comparative Average by Product



# Committee Scorecard

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

### Physical Science

Detail <input type="checkbox"/> Average Calculation  Hide <input checked="" type="checkbox"/> Show Scores	Glencoe Physical Science © 2019 Florida Edition - McGraw-Hill School Education	Physical Science Concepts in Action ©2011 - Pearson	Discovery Education Science Techbook (Florida) – Physical Science - Discovery Education	Physical Science Concepts in Action with Earth and Space Science - Pearson
<b>1. FIRST IMPRESSIONS</b>	Does not meet the Standards <b>1</b> Meets the Standards <b>5</b> More than meets the Standards <b>1</b> Score <b>20</b>	Does not meet the Standards <b>2</b> Meets the Standards <b>2</b> More than meets the Standards <b>3</b> Score <b>20</b>	Does not meet the Standards <b>4</b> Somewhat meets the Standards <b>1</b> Meets the Standards <b>2</b> Score <b>12</b>	Does not meet the Standards <b>7</b> Score <b>7</b>
<b>1.</b> At first glance, the content and graphics are relatable and the book appears to be engaging for students.	Meets the Standards <b>1</b>	More than meets the Standards <b>1</b>	Does not meet the Standards <b>1</b>	Does not meet the Standards <b>1</b>
<b>2.</b> The organization of the content aligns with the order that you would teach the standards.	More than meets the Standards <b>1</b>	More than meets the Standards <b>1</b>	Does not meet the Standards <b>1</b>	Does not meet the Standards <b>1</b>
<b>3.</b> The Appendices, Index, Multilingual Glossaries, and Table of Contents are included in the text.	Meets the Standards <b>1</b>	More than meets the Standards <b>1</b>	Somewhat meets the Standards <b>1</b>	Does not meet the Standards <b>1</b>

<p>4. The Benchmarks are identified at the point of need within the text in the student edition.</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>Does not meet 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>Meets 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>Does not meet the Standards <b>1</b></p>
<p>6. There is a parallel Spanish version of the entire submitted program available.</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>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>Meets the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></p>
<p>2. CONTENT</p>	<p>Meets the Standards <b>3</b></p> <p>More than meets the Standards <b>9</b></p> <p>Score <b>45</b></p>	<p>Somewhat meets the Standards <b>2</b></p> <p>Meets the Standards <b>7</b></p> <p>More than meets the Standards <b>3</b></p> <p>Score <b>37</b></p>	<p>Does not meet the Standards <b>3</b></p> <p>Somewhat meets the Standards <b>5</b></p> <p>Meets the Standards <b>4</b></p> <p>Score <b>25</b></p>	<p>Does not meet the Standards <b>12</b></p> <p>Score <b>12</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>More than 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. How well does the level (complexity or difficulty) of the treatment of the content match the standards?</p>	<p>More than meets the Standards <b>1</b></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>3. The textbook is ordered logically, allowing one concept to build upon another..</p>	<p>Meets 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>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>Does not meet 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>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>Does not meet the Standards <b>1</b></p>
<p>6. The graphics are meaningful, appropriate, and facilitate learning.</p>	<p>Meets the Standards <b>1</b></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>7. The content is appropriately chunked and presented in a logical sequence.</p>	<p>More than meets the Standards <b>1</b></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>8. The content reflects culturally responsive real-world STEM applications.</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>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>Meets 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>10. The sequence of learning is educationally sound and developmentally appropriate.</p>	<p>More than meets the Standards <b>1</b></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>11. The opportunities for cross-curricular connections are presented for the teacher.</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>Does not meet the Standards <b>1</b></p>

<p>12. The content portrays equity among gender, ethnicity, age, work situations, and multicultural groups.</p>	<p>Meets the Standards <b>1</b></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>3. INSTRUCTIONAL FOCUS (LEARNING)</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>12</b></p> <p>Score <b>62</b></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>10</b></p> <p>More than meets the Standards <b>3</b></p> <p>Score <b>47</b></p>	<p>Does not meet the Standards <b>11</b></p> <p>Somewhat meets the Standards <b>3</b></p> <p>Meets the Standards <b>3</b></p> <p>Score <b>26</b></p>	<p>Does not meet the Standards <b>14</b></p> <p>Somewhat meets the Standards <b>3</b></p> <p>Score <b>20</b></p>
<p>1. How well does the content make explicit connections between prior learning and new skills?</p>	<p>More than meets the Standards <b>1</b></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>2. The materials, resources, and ancillary materials include oral and written activities across the full range of cognitive complexity.</p>	<p>More than meets the Standards <b>1</b></p>	<p>More than meets the Standards <b>1</b></p>	<p>Meets the Standards <b>1</b></p>	<p>Somewhat 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>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. 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>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>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>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>Does not meet 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>More than meets 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>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>More than meets the Standards <b>1</b></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>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>Meets 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>9. The Teacher's Edition (TE) includes a wrap-around section with resources and suggested strategies.</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>Does not meet 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>More than meets the Standards <b>1</b></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>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>Does not meet the Standards <b>1</b></p>

<p><b>12.</b> The materials specify and address prerequisite knowledge and/or skills necessary to the learning of the new concept.</p>	<p>Somewhat meets 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>Does not meet the Standards <b>1</b></p>
<p><b>13.</b> To what extent do the lessons apply the strategy to many examples of a target skill?</p>	<p>Meets 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>Somewhat meets the Standards <b>1</b></p>
<p><b>14.</b> How well does the sequence of instruction move from teacher-directed to student-directed?</p>	<p>More than meets 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>Does not meet the Standards <b>1</b></p>
<p><b>15.</b> To what extent does the sequence of instruction begin with easy tasks and progress to more difficult ones?</p>	<p>Meets 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>Does not meet the Standards <b>1</b></p>
<p><b>16.</b> To what extent is there adequate review of the most commonly assessed standards provided in the lessons.</p>	<p>Meets 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>Does not meet 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>Does not meet the Standards <b>1</b></p>
<p>4. ASSESSMENT</p>	<p>Meets the Standards <b>6</b>                  More than meets the Standards <b>3</b>                  Score <b>30</b></p>	<p>Does not meet the Standards <b>5</b>                  Somewhat meets the Standards <b>1</b>                  Meets the Standards <b>3</b>                  Score <b>16</b></p>	<p>Does not meet the Standards <b>3</b>                  Somewhat meets the Standards <b>2</b>                  Meets the Standards <b>4</b>                  Score <b>19</b></p>	<p>Does not meet the Standards <b>7</b>                  Somewhat meets the Standards <b>1</b>                  Meets the Standards <b>1</b>                  Score <b>12</b></p>
<p>1. There are multiple methods of assessment (standardized, performance tasks, projects, etc.) and rubrics are provided where applicable.</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>Meets the Standards <b>1</b></p>
<p>2. The text includes options to administer diagnostic, formative, and summative assessments.</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>Does not meet the Standards <b>1</b></p>
<p>3. The assessment items are aligned to the benchmarks for content and complexity.</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>Does not meet the Standards <b>1</b></p>

<p>4. The Depth of Knowledge and cognitive complexity is noted for each item.</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>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>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>Meets the Standards <b>1</b></p>	<p>Meets the Standards <b>1</b></p>	<p>Meets the Standards <b>1</b></p>	<p>Somewhat meets the Standards <b>1</b></p>
<p>7. The test items include rationale for incorrect answers.</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>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>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>Does not meet the Standards <b>1</b></p>

<p>9. The assessments are provided in English and Spanish.</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>Does not meet the Standards <b>1</b></p>
<p>5. <b>FORMAT AND ORGANIZATION</b></p>	<p>Meets the Standards <b>2</b></p> <p>More than meets the Standards <b>1</b></p> <p>Score <b>10</b></p>	<p>Does not meet the Standards <b>1</b></p> <p>Meets the Standards <b>1</b></p> <p>More than meets the Standards <b>1</b></p> <p>Score <b>8</b></p>	<p>Does not meet the Standards <b>1</b></p> <p>Somewhat meets the Standards <b>2</b></p> <p>Score <b>5</b></p>	<p>Does not meet the Standards <b>3</b></p> <p>Score <b>3</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>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 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>Does not meet 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>3. The readability level and vocabulary development is appropriate.</p>	<p>Meets the Standards <b>1</b></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><b>6. TEACHERS SUPPORT MATERIALS</b></p>	<p>Does not meet the Standards <b>2</b></p> <p>Meets the Standards <b>4</b></p> <p>More than meets the Standards <b>4</b></p> <p>Score <b>30</b></p>	<p>Does not meet the Standards <b>7</b></p> <p>Somewhat meets the Standards <b>2</b></p> <p>Meets the Standards <b>1</b></p> <p>Score <b>14</b></p>	<p>Does not meet the Standards <b>3</b></p> <p>Somewhat meets the Standards <b>3</b></p> <p>Meets the Standards <b>4</b></p> <p>Score <b>21</b></p>	<p>Does not meet the Standards <b>10</b></p> <p>Score <b>10</b></p>
<p><b>1.</b> 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>Does not meet the Standards <b>1</b></p>
<p><b>2.</b> The teacher's edition (TE) includes suggestions for demonstrating and/or modeling skills and concepts.</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>Does not meet the Standards <b>1</b></p>
<p><b>3.</b> 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>Does not meet the Standards <b>1</b></p>	<p>Does not meet 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>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>Does not meet the Standards <b>1</b></p>
<p>5. The TE is well organized, comprehensive, and easy to use.</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>Does not meet the Standards <b>1</b></p>
<p>6. The ancillary materials scaffold knowledge and support lesson objectives.</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>Does not meet the Standards <b>1</b></p>
<p>7. The ancillary materials include versions in English and Spanish.</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>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>Somewhat meets 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>9. The teacher support materials provide technology applications 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>Meets the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></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>Meets 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>1</b></p> <p>Meets the Standards <b>4</b></p> <p>More than meets the Standards <b>1</b></p> <p>Score <b>17</b></p>	<p>Does not meet the Standards <b>3</b></p> <p>Somewhat meets the Standards <b>2</b></p> <p>Meets the Standards <b>1</b></p> <p>Score <b>10</b></p>	<p>Somewhat meets the Standards <b>2</b></p> <p>Meets the Standards <b>4</b></p> <p>Score <b>16</b></p>	<p>Does not meet the Standards <b>6</b></p> <p>Score <b>6</b></p>
<p>1. The text is offered in Spanish in print and online.</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>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>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>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>Meets 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>Meets 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>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>Somewhat 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>6. The materials, resources, and ancillary materials address vocabulary usage for all targeted levels of English language proficiency.</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>Does not meet the Standards <b>1</b></p>
<p>8. ESE INSTRUCTIONAL SUPPORT</p>	<p>Somewhat meets the Standards <b>1</b></p> <p>Meets the Standards <b>5</b></p> <p>Score <b>17</b></p>	<p>Does not meet the Standards <b>2</b></p> <p>Somewhat meets the Standards <b>4</b></p> <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>1</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>1. The materials, resources, and ancillary materials identify essential points of instruction and support for</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>Does not meet the Standards <b>1</b></p>

<p>language comprehension.</p>				
<p>2. The materials, resources, and ancillary materials provide support for language comprehension.</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>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>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>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>Somewhat 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>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>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>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>Somewhat meets 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>9. DIGITAL PLATFORM</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>Score <b>31</b></p>	<p>Does not meet the Standards <b>1</b></p> <p>Somewhat meets the Standards <b>6</b></p> <p>Meets the Standards <b>2</b></p> <p>Score <b>19</b></p>	<p>Somewhat meets the Standards <b>1</b></p> <p>Meets the Standards <b>1</b></p> <p>More than meets the Standards <b>5</b></p> <p>Far exceeds the Standards <b>2</b></p> <p>Score <b>35</b></p>	<p>Does not meet the Standards <b>7</b></p> <p>Somewhat meets the Standards <b>2</b></p> <p>Score <b>11</b></p>
<p>1. The layout and organization is user friendly.</p>	<p>More than meets the Standards <b>1</b></p>	<p>Meets the Standards <b>1</b></p>	<p>More than meets the Standards <b>1</b></p>	<p>Somewhat meets 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>Meets the Standards <b>1</b></p>	<p>Far exceeds the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></p>

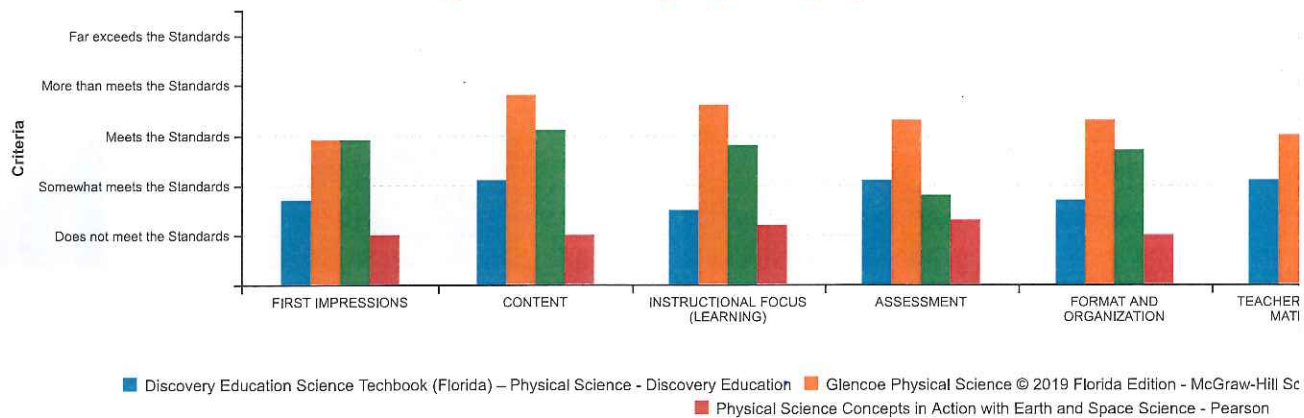
<p>3. The digital platform is easy for teachers to use to search for topics, Benchmarks, and keywords.</p>	<p>More than meets the Standards <b>1</b></p>	<p>Somewhat meets the Standards <b>1</b></p>	<p>Somewhat meets the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></p>
<p>4. The digital platform is easy for students to use to search for topics, Benchmarks, and keywords.</p>	<p>More than meets the Standards <b>1</b></p>	<p>Somewhat meets the Standards <b>1</b></p>	<p>More than 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>Somewhat meets the Standards <b>1</b></p>	<p>More than meets the Standards <b>1</b></p>	<p>Does not meet 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>More than meets the Standards <b>1</b></p>	<p>Does not meet the Standards <b>1</b></p>
<p>7. The are resources available for teacher pedagogy support.</p>	<p>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>Somewhat meets the Standards <b>1</b></p>
<p>8. The teacher can provide feedback for student assignments via multiple modalities including: written, numerical</p>	<p>Somewhat 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>Does not meet the Standards <b>1</b></p>

numerical indicators, circling, etc.				
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9. The students can annotate digital text.	More than meets the Standards <b>1</b>	Somewhat meets the Standards <b>1</b>	Far exceeds the Standards <b>1</b>	Does not meet the Standards <b>1</b>
<b>Summary</b>	Does not meet the Standards <b>4</b> Somewhat meets the Standards <b>3</b> Meets the Standards <b>36</b> More than meets the Standards <b>36</b> Score <b>262</b> # Responses <b>1</b>	Does not meet the Standards <b>24</b> Somewhat meets the Standards <b>18</b> Meets the Standards <b>27</b> More than meets the Standards <b>10</b> Score <b>181</b> # Responses <b>1</b>	Does not meet the Standards <b>27</b> Somewhat meets the Standards <b>22</b> Meets the Standards <b>23</b> More than meets the Standards <b>5</b> Far exceeds the Standards <b>2</b> Score <b>170</b> # Responses <b>1</b>	Does not meet the Standards <b>72</b> Somewhat meets the Standards <b>6</b> Meets the Standards <b>1</b> Score <b>87</b> # Responses <b>1</b>



### Comparative Average by Category



### Comparative Average by Product

