NEW MEXICO
Public Education Department

F.0 Science - Grade K

PUBLISHER/PROVIDER MATERIAL INFORMATION (TO BE COMPLETED BY PUBLISHER/PROVIDER)			
Publisher/Provider Name/Imprint:		Grade(s):	
Title of Student Edition:		Student Edition ISBN:	
Title of Teacher Edition:		Teacher Edition ISBN:	
Title of SE Workbook:		SE Workbook ISBN:	

PUBLISHER/PROVIDER CITATION VIDEO: Reviewer must view video before starting the review of this set of materials.			
Citation Video Link:			
Citation video certification:	I certify that I have viewed the citation video for this specific publisher and set of materials.		
Digital Material Log In (if applicable):	Website:	Username:	Password:

SCORING (TO BE COMPLETED BY REVIEWER AND FACILITATOR)			
Reviewer Number:		Date:	

Section 1: Standards Review--Science

Abbreviations for the Form F Standards Review Tab:
- PE: Performance Expectation
- DCI: Disciplinary Core Idea
- SEP: Science and Engineering Practices
- CCC: Crosscutting Concepts
- CONN: Connections
- NM: NM STEM Ready Standard
- CCSS: Common Core State Standards for ELA/Literacy in Science and Common Core State Standards for Math in Science as identified in the NGSS

PUBLISHER/PROVIDER INSTRUCTIONS:

- Publisher/Provider citations for this section will refer to the **Teacher Edition (teacher-facing core material).** The cited Teacher Edition should correspond with the title and ISBN entered on the Form F cover page, whether in print, online, or both. The review set submitted to the summer review institute should also correspond with what is cited on the Form F. If the review set is an online platform only, then that is what should be cited on the Form F and submitted for review by the review teams. If the review set is in print only, then that is what should be cited on the Form F and submitted for review by the review teams.
- For this section, the publisher/provider will enter one citation per DCI, SEP, CCC, CONN, and NM standard in Column D. Each citation should direct the reviewer to a specific location in the materials that best meets the standard. The citations should be concise and should allow the reviewer to easily determine that all components of the standard have been met. Each citation should cover no more than 3 pages within the materials. ***Any cells grayed out do not require a citation.***
  - **Column D:** Enter one citation in Column D from the **Teacher Edition (teacher-facing core material)**. Each citation should direct the reviewer to a specific location in the materials that best meets the standard. The cited material for each DCI, SEP, CCC, and CONN must directly relate to the PE under which they fall.
- The material will be scored for alignment with each DCI, SEP, CCC, CONN, and NM standard within each PE as "Meets expectations", "Partially meets expectations", or "Does not meet expectations" based on the citations provided. A score for the PE will be derived from the related DCIs, SEPS, CCCs, CONNs, and NM Standards within the PE.
  - **NOTE: You may not use a citation more than once across ALL sections of the rubric.**

Abbreviations for the Form F Standards Review Tab: • **PE:** Performance Expectation • **DCI:** Disciplinary Core Idea • **SEP:** Science and Engineering Practices • **CCC:** Crosscutting Concepts • **CONN:** Connections • **NM:** NM STEM Ready Standard • **CCSS:** Common Core State Standards for ELA/Literacy in Science and Common Core State Standards for Math in Science as identified in the NGSS	**Reviewer directions for Science Standards Review:**	**Columns D-G:** The publisher/provider will provide a citation from the **Teacher Edition (teacher-facing core material)** (print and/or digital) for each DCI, SEP, CCC, CONN, and NM standard in column D. Review the cited material and score the material by determining the degree to which it meets the standard: o M = Meets the standard o P = Partially meets the standard o D = Does not meet the standard **Start by scoring the DCI(s) for the PE. If all DCIs within the PE score a D (columns E *AND* I), score all other components within the PE with a D and move on to the next PE.** Evidence for the publisher citations is required *only* if you score the materialswith a D. For your evidence for each standard that scores a D, choose one of the options from the dropdown menu in Column G. If the reason for scoring the materials with a D is not one of the dropdown options, enter your own evidence statement in the cell in Column G. o ***Any cells grayed out do not require a citation or evidence. The score cells in those rows will automatically populate if formulated to do so.*** o ***Each cell in the Score column (column E) will turn purple as you score the materials.***	**Columns H-K:** Using the **Student Edition, Student Workbook, or other student-facing materials**, provide a citation for each DCI, SEP, CCC, CONN, and NM standard in Column H from the student materials that best meets the standard and addresses all components of the standard. Review the cited material, score the material by determining the degree to which it meets the standard, and provide evidence to support your determination: o M = Meets the standard o P = Partially meets the standard o D = Does not meet the standard **Start by scoring the DCI(s) for the PE. If all DCIs within the PE score a D (columns E AND I), score all other components within the PE with a D and move on to the next PE.** o ***Any cells grayed out do not require a citation or evidence. The score cells in those rows will automatically populate if formulated to do so.*** o ***Each cell in the Reviewer Citation column, Score column, and Reviewer Evidence column (columns H, I, and K) will turn purple as you score the materials.***	

Criteria #	Standard Identifier	F.0 Grade K Science Standards Review:	Publisher/Provider Citation from Teacher Edition	Score	If Scored D: Reviewer's Evidence for Publisher Citation	Reviewer Citation from Student Edition/Workbook	Score	Required: Reviewer's Evidence	Comments, other citations, notes
Motion and Stability: Forces and Interactions									
1	PE	**K-PS2-1 Students who demonstrate understanding can: Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.**							
2	DCI	**PS2.A: Forces and Motion** • Pushes and pulls can have different strengths and directions. (K-PS2-1)							
3	DCI	**PS2.A: Forces and Motion** • Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it. (K-PS2-1)							
4	DCI	**PS2.B: Types of Interactions** • When objects touch or collide, they push on one another and can change motion. (K-PS2-1)							
5	DCI	**PS3.C: Relationship Between Energy and Forces** • A bigger push or pull makes things speed up or slow down more quickly. (secondary to K-PS2-1)							
6	SEP	**Planning and Carrying Out Investigations** *Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.* • With guidance, plan and conduct an investigation in collaboration with peers. (K-PS2-1)							
7	CONN	**Scientific Investigations Use a Variety of Methods** • Scientists use different ways to study the world. (K-PS2-1)							
8	CCC	**Cause and Effect** • Simple tests can be designed to gather evidence to support or refute student ideas about causes. (K-PS2-1)							
9	PE	**K-PS2-2. Students who demonstrate understanding can: Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.**							
10	DCI	**PS2.A: Forces and Motion** • Pushes and pulls can have different strengths and directions. (K-PS2-2)							
11	DCI	**PS2.A: Forces and Motion** • Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it. (K-PS2-2)							
12	DCI	**ETS1.A: Defining Engineering Problems** • A situation that people want to change or create can be approached as a problem to be solved through engineering. Such problems may have many acceptable solutions. (secondary to K-PS2-2)							
13	SEP	**Analyzing and Interpreting Data** *Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.* • Analyze data from tests of an object or tool to determine if it works as intended. (K-PS2-2)							
14	CCC	**Cause and Effect** • Simple tests can be designed to gather evidence to support or refute student ideas about causes. (K-PS2-2)							
Energy									
15	PE	**K-PS3-1. Students who demonstrate understanding can: Make observations to determine the effect of sunlight on Earth' s surface.**							
16	DCI	**PS3.B: Conservation of Energy and Energy Transfer** • Sunlight warms Earth's surface. (K-PS3-1)							
17	SEP	**Planning and Carrying Out Investigations** *Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.* • Make observations (firsthand or from media) to collect data that can be used to make comparisons. (K-PS3-1)							
18	CONN	**Scientific Investigations Use a Variety of Methods** • Scientists use different ways to study the world. (K-PS3-1)							
19	CCC	**Cause and Effect** • Events have causes that generate observable patterns. (K-PS3-1)							
20	PE	**K-PS3-2. Students who demonstrate understanding can: Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.**							
21	DCI	**PS3.B: Conservation of Energy and Energy Transfer** • Sunlight warms Earth's surface. (K-PS3-2)							

22	SEP	**Constructing Explanations and Designing Solutions** *Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions.* • Use tools and materials provided to design and build a device that solves a specific problem or a solution to a specific problem. (K-PS3-2)							
23	CCC	**Cause and Effect** • Events have causes that generate observable patterns. (K-PS3-2)							
From Molecules to Organisms: Structures and Processes									
24	PE	**K-LS1-1. Students who demonstrate understanding can: Use observations to describe patterns of what plants and animals (including humans) need to survive.**							
25	DCI	**LS1.C: Organization for Matter and Energy Flow in Organisms** • All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow. (K-LS1-1)							
26	SEP	**Analyzing and Interpreting Data** *Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.* • Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions. (K-LS1-1)							
27	CONN	**Scientific Knowledge is Based on Empirical Evidence** • Scientists look for patterns and order when making observations about the world. (K-LS1-1)							
28	CCC	**Patterns** • Patterns in the natural and human designed world can be observed and used as evidence. (K-LS1-1)							
Earth's Systems									
29	PE	**K-ESS2-1. Students who demonstrate understanding can: Use and share observations of local weather conditions to describe patterns over time.**							
30	DCI	**ESS2.D: Weather and Climate** • Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time. (K-ESS2-1)							
31	SEP	**Analyzing and Interpreting Data** *Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.* • Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions. (K-ESS2-1)							
32	CONN	**Science Knowledge is Based on Empirical Evidence** • Scientists look for patterns and order when making observations about the world. (K-ESS2-1)							
33	CCC	**Patterns** • Patterns in the natural world can be observed, used to describe phenomena, and used as evidence. (K-ESS2-1)							
34	PE	**K-ESS2-2. Students who demonstrate understanding can: Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.**							
35	DCI	**ESS2.E: Biogeology** • Plants and animals can change their environment. (K-ESS2-2)							
36	DCI	**ESS3.C: Human Impacts on Earth Systems** • Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things. (secondary to K-ESS2-2)							
37	SEP	**Engaging in Argument from Evidence** *Engaging in argument from evidence in K–2 builds on prior experiences and progresses to comparing ideas and representations about the natural and designed world(s).* • Construct an argument with evidence to support a claim. (K-ESS2-2)							
38	CCC	**Systems and System Models** • Systems in the natural and designed world have parts that work together. (K-ESS2-2)							
Earth and Human Activity									
39	PE	**K-ESS3-1. Students who demonstrate understanding can: Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.**							
40	DCI	**ESS3.A: Natural Resources** • Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do. (K-ESS3-1)							
41	SEP	**Developing and Using Models** *Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions.* • Use a model to represent relationships in the natural world. (K-ESS3-1)							
42	CCC	**Systems and System Models** • Systems in the natural and designed world have parts that work together. (K-ESS3-1)							
43	PE	**K-ESS3-2. Students who demonstrate understanding can: Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.**							
44	DCI	**ESS3.B: Natural Hazards** • Some kinds of severe weather are more likely than others in a given region. Weather scientists forecast severe weather so that the communities can prepare for and respond to these events. (K-ESS3-2)							
45	DCI	**ETS1.A: Defining and Delimiting an Engineering Problem** • Asking questions, making observations, and gathering information are helpful in thinking about problems. (secondary to K-ESS3-2)							
46	SEP	**Asking Questions and Defining Problems** Asking questions and defining problems in grades K–2 builds on prior experiences and progresses to simple descriptive questions that can be tested. • Ask questions based on observations to find more information about the designed world. (K-ESS3-2)							
47	SEP	**Obtaining, Evaluating, and Communicating Information** *Obtaining, evaluating, and communicating information in K–2 builds on prior experiences and uses observations and texts to communicate new information.* • Read grade-appropriate texts and/or use media to obtain scientific information to describe patterns in the natural world. (K-ESS3-2)							

48	CCC	**Cause and Effect** • Events have causes that generate observable patterns. (K-ESS3-2)								
49	CONN	**Interdependence of Science, Engineering, and Technology** • People encounter questions about the natural world every day. (K-ESS3-2)								
50	CONN	**Influence of Engineering, Technology, and Science on Society and the Natural World** • People depend on various technologies in their lives; human life would be very different without technology. (K-ESS3-2)								
51	PE	**K-ESS3-3. Students who demonstrate understanding can: Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.**								
52	DCI	**ESS3.C: Human Impacts on Earth Systems** • Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things. (K-ESS3-3)								
53	DCI	**ETS1.B: Developing Possible Solutions** • Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people. (secondary to K-ESS3-3)								
54	SEP	**Obtaining, Evaluating, and Communicating Information** *Obtaining, evaluating, and communicating information in K–2 builds on prior experiences and uses observations and texts to communicate new information.* • Communicate solutions with others in oral and/or written forms using models and/or drawings that provide detail about scientific ideas. (K-ESS3-3)								
55	CCC	**Cause and Effect** • Events have causes that generate observable patterns. (K-ESS3-3)								
Engineering Design										
56	PE	**K-2-ETS1-1. Students who demonstrate understanding can: Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.**								
57	DCI	**ETS1.A: Defining and Delimiting Engineering Problems** • A situation that people want to change or create can be approached as a problem to be solved through engineering. (K-2-ETS1-1)								
58	DCI	**ETS1.A: Defining and Delimiting Engineering Problems** • Asking questions, making observations, and gathering information are helpful in thinking about problems. (K-2-ETS1-1)								
59	DCI	**ETS1.A: Defining and Delimiting Engineering Problems** • Before beginning to design a solution, it is important to clearly understand the problem. (K-2-ETS1-1)								
60	SEP	**Asking Questions and Defining Problems** *Asking questions and defining problems in K–2 builds on prior experiences and progresses to simple descriptive questions.* • Ask questions based on observations to find more information about the natural and/or designed world. (K-2- ETS1-1)								
61	SEP	**Asking Questions and Defining Problems** *Asking questions and defining problems in K–2 builds on prior experiences and progresses to simple descriptive questions.* • Define a simple problem that can be solved through the development of a new or improved object or tool. (K-2- ETS1-1)								
62	PE	**K-2-ETS1-2. Students who demonstrate understanding can: Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.**								
63	DCI	**ETS1.B: Developing Possible Solutions** • Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people. (K-2-ETS1-2)								
64	SEP	**Developing and Using Models** *Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions.* • Develop a simple model based on evidence to represent a proposed object or tool. (K-2-ETS1-2)								
65	CCC	**Structure and Function** • The shape and stability of structures of natural and designed objects are related to their function(s). (K-2-ETS1-2)								
66	PE	**K-2-ETS1-3. Students who demonstrate understanding can: Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.**								
67	DCI	**ETS1.C: Optimizing the Design Solution** • Because there is always more than one possible solution to a problem, it is useful to compare and test designs. (K-2-ETS1-3)								
68	SEP	**Analyzing and Interpreting Data** *Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.* • Analyze data from tests of an object or tool to determine if it works as intended. (K-2-ETS1-3)								

CCSS for ELA/Literacy and Math in Kindergarten NGSS • **NOTE: The standards noted at the end of each CCSS (such as *(HS-ESS1-1), (HS-ESS1-2), (HS-ESS1-5)*) are the occurrences of the CCSS within the NGSS.**		
Kindergarten CCSS ELA/Literacy		
69	CCSS ELA/ Literacy	**RI.K.1** With prompting and support, ask and answer questions about key details in a text. *(K-PS2-2), (K-ESS2-2), (K-ESS3-2)*
70	CCSS ELA/ Literacy	**W.K.1** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book. *(K-ESS2-2)*
71	CCSS ELA/ Literacy	**W.K.2** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. *(K-ESS2-2), (K-ESS3-3)*
72	CCSS ELA/ Literacy	**W.K.7** Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). *(K-PS2-1), (K-LS1-1), (K-ESS2-1), (K-PS3-1), (K-PS3-2)*

73	**CCSS ELA/ Literacy**	**SL.K.3** Ask and answer questions in order to seek help, get information, or clarify something that is not understood. *(K-ESS3-2), (K-PS2-2)*							
74	**CCSS ELA/ Literacy**	**SL.K.5** Add drawings or other visual displays to descriptions as desired to provide additional detail. *(K-ESS3-1)*							
Kindergarten CCSS Math									
75	**CCSS Math**	**MP.2** Reason abstractly and quantitatively. *(K-PS2-1), (K-ESS2-1), (K-ESS3-1), (K-2-ETS1-1), (K-2-ETS1-3)*							
76	**CCSS Math**	**MP.4** Model with mathematics. *(K-ESS2-1), (K-ESS3-1), (K-ESS3-2), (K-2-ETS1-1), (K-2-ETS1-3)*							
77	**CCSS Math**	**K.CC** Counting and Cardinality *(K-ESS3-1), (K-ESS3-2)*							
78	**CCSS Math**	**K.CC.A** Know number names and the count sequence. *(K-ESS2-1)*							
79	**CCSS Math**	**K.MD.A.1** Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. *(K-PS2-1), (K-ESS2-1)*							
80	**CCSS Math**	**K.MD.A.2** Directly compare two objects with a measurable attribute in common, to see which object has “more of”/”less of” the attribute, and describe the difference. *(K-PS2-1), (K-PS3-1), (KPS3-2), (K-LS1-1)*							
81	**CCSS Math**	**K.MD.B.3** Classify objects into given categories; count the number of objects in each category and sort the categories by count. *(K-ESS2-1)*							

Section 2: Science Content Review

PUBLISHER/PROVIDER INSTRUCTIONS:

- Publisher/provider citations for this section will refer to the **Teacher Edition (teacher-facing core material)** and/or **Student Edition/Student Workbook (student-facing core material)**. The cited Teacher Edition, Student Edition, and/or Student Workbook should correspond with titles and ISBNs entered on the Form F cover page, whether in print, online, or both. The review set submitted to the summer review institute should also correspond with what is cited on the Form F. If the review set is an online platform only, then that is what should be cited on the Form F and submitted for review by the review teams. If the review set is in print only, then that is what should be cited on the Form F and submitted for review by the review teams.
- For this section, the publisher/provider will enter one citation per criterion (Column C). Each citation should direct the reviewer to a specific location in the materials that best meets the criterion. The citations should be concise and should allow the reviewer to easily determine that all components of the criterion have been met. Each citation should cover no more than 3 pages within the materials.
  - **Column C:** Enter one citation in Column C from either the **Teacher Edition (teacher-facing core material)** OR **Student Edition/Student Workbook (student-facing core material)**. Each citation should direct the reviewer to a specific location in the materials that best meets the criterion.
- The material will be scored for alignment with each criterion as "Meets expectations", "Partially meets expectations", or "Does not meet expectations" based on the citations provided.
  - **NOTE: You may not use a citation more than once across ALL sections of the rubric.**

Reviewer directions for Science Content Review:		**Columns C-F:** The publisher/provider will provide a citation from the **Teacher Edition (teacher-facing core material) OR Student Edition/Student Workbook (student-facing core material) (print and/or digital)** for each criterion. Review the cited material and score the material by determining the degree to which it meets the criterion: o M = Meets the criterion o P = Partially meets the criterion o D = Does not meet the criterion Evidence for the publisher citations is required *only* if you score the materials with a D. For your evidence for each criterion that scores a D, choose one of the options from the dropdown menu in Column F. If the reason for scoring the materials with a D is not one of the dropdown options, enter your own evidence statement in the cell in Column F. ***o Each cell in the Score column (column D) will turn purple as you score the materials.***			**Columns G-J:** Using either the **Teacher Edition (teacher-facing core material) OR Student Edition/Student Workbook (student-facing core material)** (print and/or digital), provide a citation for each criterion that best meets the criterion and addresses all components of the criterion. Review the cited material, score the material by determining the degree to which it meets the criterion, and **provide evidence from the material to support your determination:** o M = Meets the criterion o P = Partially meets the criterion o D = Does not meet the criterion ***o Each cell in the Reviewer Citation column, Score column, and Reviewer Evidence column (columns G, H, and J) will turn purple as you score the materials.***			
Criteria #	**Grades K-12 Science Content Criteria**	Publisher/Provider Citation	Score	If Scored D: Reviewer's Evidence for Publisher Citation	Reviewer Citation	Score	Required: Reviewer's Evidence	Comments, other citations, notes
FOCUS AREA 1: PHENOMENA-/PROBLEM-BASED AND THREE-DIMENSIONAL APPROACH **Instructional materials are centered around high quality phenomena and/or problems and require a three dimensional approach to make sense of the phenomena or to solve the problems.**								
1	Materials clearly integrate and describe the three-dimensional NM STEM Ready! Standards via appropriate grade-band, interdisciplinary progressions that center around the phenomena, utilizing aligned SEPs, CCCs, DCIs and the common core math and ELA standards' connections.							
2	Materials consistently support meaningful student sensemaking with the three dimensions, including discourse, that is appropriate to grade band progressions, instruction and assessment.							
3	Natural and designed phenomena and/or problems that are meaningful and apparent to students drive coherent lessons and activities in all three dimensions.							
FOCUS AREA 2: THREE-DIMENSIONAL ASSESSMENT **Assessments provide tools, guidance and support for teachers to collect, interpret and act on data about student progress toward the learning goals of the 3 dimensional standards.**								
4	Materials engage students in meaningful tasks as well as multiple assessment types and opportunities, across all dimensions, in order to make sense of phenomena and/or design solutions to problems.							
5	Materials include opportunities for students to obtain feedback from teachers and peers as well as opportunities for student self-reflection.							
FOCUS AREA 3: TEACHER SUPPORTS **Materials include opportunities for teachers to effectively plan and utilize materials.**								
6	Materials provide a comprehensive list of supplies and teacher guidance needed to support instructional activities in a safe manner.							
7	Materials provide teacher guidance for the use of embedded and meaningful technology to support and enhance student learning, when applicable.							
8	Materials and assessments include teacher guidance for students at, approaching, or exceeding grade level expectations.							
9	Materials provide teacher guidance for interpreting student evidence of learning, monitoring student progress and providing feedback to guide student learning and to modify instruction.							
FOCUS AREA 4: STUDENT CENTERED INSTRUCTION **Materials are designed for each student's regular and active participation in science content.**								
10	Materials provide opportunities to engage students' curiosity and participation in a way that pulls from their prior knowledge and connects their learning to relevant phenomena and problems.							
11	The flow of lessons from one unit to the next is coherent, meaningful, direct, and apparent to students.							
FOCUS AREA 5: EQUITY **Materials are designed for all learners.**								
12	Materials provide extensions and/or opportunities for all students to engage in learning grade-level/band science and engineering in greater depth.							
13	Materials and assessments are designed in an accessible manner and include multiple ways for all students to build and reflect on science knowledge; multiple ways for all students to access content (Universal Design for Learning); and multiple opportunities for student self-reflection.							

Section 2: All Content Review				
PROVIDERS/PUBLISHERS: • The All Content tab will be completed solely by the reviewers. They will score each criterion and provide evidence for their score from the material based on their overall review of the material. You will not provide any citations for this tab. • The material will be scored for alignment with each criterion as "Meets expectations", "Partially meets expectations", or "Does not meet expectations".				
	Reviewer directions for All Content Review:	**Columns C-F: The criteria presented on this tab will be scored and evidence provided based on your overall review of the materials.** Review the material, score the material by determining the degree to which it meets each criterion, and **provide evidence from the material to support your determination:** o M = Meets the criterion o P = Partially meets the criterion o D = Does not meet the criterion Your evidence should speak to where in the materials you have found the evidence as well as what is in the materials that supports the score given. ***o Each cell in the Score column and the Reviewer's Evidence column (columns C and E) will turn purple as you score the materials.***		
Criteria #	**All Content Criteria Review**	Score	Required: Reviewer's Evidence from Material	Comments, citations, notes
FOCUS AREA 1: COHERENCE **Instructional materials are coherent and consistent with the New Mexico Content Standards that all students should study in order to be college- and career-ready.**				
1	Instructional materials address the full content contained in the standards for all students by grade level.			
2	Instructional materials support students to show mastery of each standard.			
3	Instructional materials require students to engage at a level of maturity appropriate to the grade level under review.			
4	Instructional materials are coherent, making meaningful connections for students by linking the standards within a lesson and unit.			
FOCUS AREA 2: WELL-DESIGNED LESSONS **Instructional materials take into account effective lesson structure and pacing.**				
5	The Teacher Edition presents learning progressions to provide an overview of the scope and sequence of skills and concepts. The design of the assignments shows a purposeful sequencing of teaching and learning expectations.			
6	Within each lesson of the instructional materials, there are clear, measurable, standards-aligned content objectives.			
7	Within each lesson of the instructional materials, there are clear, measurable language objectives tied directly to the content objectives.			
8	Instructional materials provide focused resources to support students' acquisition of both general academic vocabulary and content-specific vocabulary.			
9	The visual design of the instructional materials (whether in print or digital) maintains a consistent layout that supports student engagement with the subject.			
10	Instructional materials incorporate features that aid students and teachers in making meaning of the text.			
11	Instructional materials provide students with ongoing review and practice for the purpose of retaining previously acquired knowledge.			
FOCUS AREA 3: RESOURCES FOR PLANNING **Instructional materials provide teacher resources to support planning, learning, and understanding of the New Mexico Content Standards.**				
12	Instructional materials provide a list of lessons in the Teacher Edition (in print or clearly distinguished/ accessible as a teacher's edition in digital materials), cross-referencing the standards addressed and providing an estimated instructional time for each lesson, chapter, and unit.			
13	Instructional materials support teachers with instructional strategies to help guide students' academic development.			
14	Instructional materials include a teacher edition/ teacher-facing material with useful annotations and suggestions on how to present the content in the student edition/student-facing material and in the supporting material.			

15	Instructional materials integrate opportunities for digital learning, including interactive digital components.			
FOCUS AREA 4: ASSESSMENT **Instructional materials offer teachers a variety of assessment resources and tools to collect ongoing data about student progress related to the standards.**				
16	Instructional materials provide a variety of assessments that measure student progress in all strands of the standards for the content under review. *(Adopted New Mexico Content Standards for 2024: NM STEM Ready Science Standards)*			
17	Instructional materials provide multiple formative and summative assessments, clearly defining which standards are being assessed through content and language objectives.			
18	Instructional materials provide scoring guides for assessments that are aligned with the standards they address, and that offer teachers guidance in interpreting student performance and suggestions for further instruction, differentiation, remediation and/or acceleration.			
19	Instructional materials provide appropriate assessment alternatives for English Learners, Culturally and Linguistically Diverse students, advanced students, and special needs students.			
20	Instructional materials include opportunities to assess student understanding and knowledge of the standards using technology.			
FOCUS AREA 5: EXTENSIVE SUPPORT **Instructional materials give all students extensive opportunities and support to explore key concepts.**				
21	Instructional materials can be customized or adapted to meet the needs of different student populations.			
22	Instructional materials provide differentiated strategies and/or activities to meet the needs of students working below proficiency and those of advanced learners.			
23	Instructional materials provide appropriate linguistic support for English Learners and Culturally and Linguistically Diverse students, and accommodations and modifications for other special populations that will support their regular and active participation in learning content.			
24	Instructional materials provide strategies and resources for teachers to inform and engage parents, family members, and caregivers of all learners about the program and provide suggestions for how they can help support student progress and achievement.			
25	Instructional materials include opportunities for all students that encourage and support critical and creative thinking, inquiry, and complex problem-solving skills.			
FOCUS AREA 6: CULTURAL AND LINGUISTIC PERSPECTIVES **Instructional materials represent a variety of cultural and linguistic perspectives.**				
26	Instructional materials inform culturally and linguistically responsive pedagogy by affirming students' backgrounds in the materials themselves and in the student discussions.			
27	Instructional materials provide a collection of images, stories, and information, representing a broad range of demographic groups, and do not make generalizations or reinforce stereotypes.			
28	Instructional materials provide context, illustrations, and activities for students to make interdisciplinary connections and/or connections to real-life experiences and diverse cultural and linguistic backgrounds.			
FOCUS AREA 7: INCLUSION OF CULTURALLY AND LINGUISTICALLY RESPONSIVE LENS **Instructional materials highlight diversity in culture and language through multiple perspectives.**				
29	Instructional materials include tools and resources to relate the content area appropriately to diversity in culture and language.			
30	Instructional materials include tools and resources that demonstrate multiple perspectives in a specific concept.			

31	Instructional materials engage students in critical reflection about their own lives and societies, including cultures past and present in New Mexico.			
32	Instructional materials address multiple ethnic descriptions, interpretations, or perspectives of events and experiences.			