Instructional Material Bureau
Summer 2011 Adoption Review Institute
Form F: *Publisher Alignment Form & Review Scoring Rubric*
(1721 Chemistry)

Publisher information and instructions:

Corporation or Publisher:	**Submitted by (name) :**	
Division or Imprint: **Phone:**	**E-mail:**	
Title of Student Edition:	**ISBN:**	**Lexile Score:**
Title of Teacher Edition:	**ISBN:**	

Alignment contact information:

Completed by (name):	**E-mail:**
Phone:	**Date:**

SECTION I (CONTENT STANDARDS) CITATION REQUIREMENTS AND SCORING

A. Enter three (3) citations (one in each cell) for each indicator; enter the page number and the paragraph.
   a. Example: [123-5] would refer the reviewer to Page 123, paragraph 5 to find the evidence of the indicator.
B. Citations for "Content Standards, Benchmarks & Performance Standards" must refer to the Student Edition.
C. Citations for "Other Relevant Criteria" must refer to the Teacher Edition.
D. Each citation must address an increasing level of cognition:
   a. Citation 1: Cites material that provides **an introduction** to the content at the **basic knowledge and recall** level.
   b. Citation 2: Cites material that **builds on prior knowledge/skills** at the **comprehension and application** level.
   c. Citation 3: Cites material that builds on prior knowledge/skills **and integrates content to meet the standard at the analysis, synthesis, or evaluation** levels.
E. At least two citations must be found satisfactory by the Review Team to meet the requirements of the standard. Scoring will be as follows:
   a. Satisfactory citations at the "Basic Knowledge" level only, or no valid citations, score **zero (0) points**.
   b. Satisfactory citations at both the "Basic Knowledge" and "Application" level score a total of **six (6) points**.
   c. Satisfactory citations at all three levels score a total of **ten (10) points**.

SEE THE BEGINNING OF SECTION II FOR REQUIREMENTS AND SCORING OF "OTHER RELEVANT CRITERIA" CITATIONS

Instructional Material Bureau
Summer 2010 Adoption Review Institute

THIS PAGE FOR REVIEW INSTITUTE STAFF

FACILITATOR USE ONLY

FINAL SCORE VERIFICATION (TO BE COMPLETED BY THE FACILITATOR)		
	Verified: **90% or Higher**	**Facilitator Signature**
	Verified: **89% or Lower**	**Facilitator Signature**

Reviewer Name:	**Reviewer Number:**	**Date:**	**Facilitator:**

REVIEWER INSTRUCTIONS

Enter score in the **"Item Score"** column. Every **numbered item** must be scored. Scoring must follow these criteria:

1. Citations that you verify at the "Basic Knowledge" level only, or no valid citations, score zero (0) points.
2. Citations that you verify at both the "Basic Knowledge" and "Application" level score a total of six (6) points.
3. Citations that you verify at all three levels score a total of ten (10) points.

Enter the total number of points in the "YES" column in the **Page Total Score** box at the bottom of each page.

POINTS	DEFINITION
0	Citations did not meet the requirements of the standard for at least two levels.
6	Citations met the requirements of the standard at two of the levels.
10	Citations met the requirements of the standard at all three levels.

REVIEWER # _____

Content Standards, Benchmarks and Performance Standards	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
Strand I: Scientific Thinking and Practice **Standard I:** Understand the processes of scientific investigations and use inquiry and scientific ways of observing, experimenting, predicting, and validating to think critically.					
I-A. **Benchmark:** Use accepted scientific methods to collect, analyze, and interpret data and observations and to design and conduct scientific investigations and communicate results.					
I-A(1). Describe the essential components of an investigation, including appropriate methodologies, proper equipment, and safety precautions.				1	
I-A(2). Design and conduct scientific investigations that include:					
I-A(2)a. testable hypotheses				2	
I-A(2)b. controls and variables				3	
I-A(2)c. methods to collect, analyze, and interpret data				4	
I-A(2)d. results that address hypotheses being investigated				5	
I-A(2)e. predictions based on results				6	
I-A(2)f. re-evaluation of hypotheses and additional experimentation as necessary				7	
I-A(2)g. error analysis.					
I-A(3). Use appropriate technologies to collect, analyze, and communicate scientific data (e.g., computers, calculators, balances, microscopes).				8	

REVIEWER # _____

Content Standards, Benchmarks and Performance Standards	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
I-A(4). Convey results of investigations using scientific concepts, methodologies, and expressions, including:					
I-A(4)a. scientific language and symbols				9	
I-A(4)b. diagrams, charts, and other data displays				10	
I-A(4)c. mathematical expressions and processes (e.g., mean, median, slope, proportionality)				11	
I-A(4)d. clear, logical, and concise communication				12	
I-A(4)e. reasoned arguments.				13	
I-A(5). Understand how scientific theories are used to explain and predict natural phenomena (e.g., plate tectonics, ocean currents, structure of atom).				14	
I-B. **Benchmark:** Understand that scientific processes produce scientific knowledge that is continually evaluated, validated, revised, or rejected.					
I-B(1). Understand how scientific processes produce valid, reliable results, including:				15	
I-B(1)a. consistency of explanations with data and observations				16	
I-B(1)b. openness to peer review				17	
I-B(1)c. full disclosure and examination of assumptions				18	
I-B(1)d. testability of hypotheses				19	
I-B(1)e. repeatability of experiments and reproducibility of results.					
I-B(2). Use scientific reasoning and valid logic to recognize:				20	
I-B(2)a. faulty logic				21	
I-B(2)b. cause and effect				22	

REVIEWER # _____

Content Standards, Benchmarks and Performance Standards	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
I-B(2)c. the difference between observation and unsubstantiated inferences and conclusions				23	
I-B(2)d. potential bias.				24	
I-B(3). Understand how new data and observations can result in new scientific knowledge.				25	
I-B(4). Critically analyze an accepted explanation by reviewing current scientific knowledge.				26	
I-B(5). Examine investigations of current interest in science (e.g., superconductivity, molecular machines, age of the universe).				27	
I-B(6). Examine the scientific processes and logic used in investigations of past events (e.g., using data from crime scenes, fossils), investigations that can be planned in advance but are only done once (e.g., expensive or time-consuming experiments such as medical clinical trials), and investigations of phenomena that can be repeated easily and frequently.				28	
I-C. **Benchmark:** Use mathematical concepts, principles, and expressions to analyze data, develop models, understand patterns and relationships, evaluate findings, and draw conclusions.					
I-C(1). Create multiple displays of data to analyze and explain the relationships in scientific investigations.				29	
I-C(2). Use mathematical models to describe, explain, and predict natural phenomena.				30	
I-C(3). Use technologies to quantify relationships in scientific hypotheses (e.g., calculators, computer spreadsheets				31	

REVIEWER # _____

Content Standards, Benchmarks and Performance Standards	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
and databases, graphing software, simulations, modeling).					
I-C(4). Identify and apply measurement techniques and consider possible effects of measurement errors.				32	
I-C(5). Use mathematics to express and establish scientific relationships (e.g., scientific notation, vectors, dimensional analysis).				33	
Strand II: The Content of Science **Standard I (Physical Science):** Understand the structure and properties of matter, the characteristics of energy, and the interactions between matter and energy.					
I-A. **Benchmark:** Understand the properties, underlying structure, and reactions of matter.				34	
I-A(1). **Properties of Matter**: Classify matter in a variety of ways (e.g., element, compound, mixture; solid, liquid, gas; acidic, basic, neutral).				35	
I-A(2). **Properties of Matter**: Identify, measure, and use a variety of physical and chemical properties (e.g., electrical conductivity, density, viscosity, chemical reactivity, pH, melting point).				36	
I-A(3). **Properties of Matter**: Know how to use properties to separate mixtures into pure substances (e.g., distillation, chromatography, solubility).				37	
I-A(4). **Properties of Matter**: Describe trends in properties (e.g., ionization energy or reactivity as a function of location on the periodic table, boiling point of organic liquids as a function of molecular weight).				38	

REVIEWER # _____

Content Standards, Benchmarks and Performance Standards	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
I-A(5). **Structure of Matter**: Understand that matter is made of atoms and that atoms are made of subatomic particles.				39	
I-A(6). **Structure of Matter**: Understand atomic structure, including:					
I-A(6)a. most space occupied by electrons				40	
I-A(6)b. nucleus made of protons and neutrons				41	
I-A(6)c. isotopes of an element				42	
I-A(6)d. masses of proton and neutron 2000 times greater than mass of electron				43	
I-A(6)e. atom held together by proton-electron electrical forces.				44	
I-A(7). **Structure of Matter**: Explain how electrons determine the properties of substances by:					
I-A(7)a. interactions between atoms through transferring or sharing valence electrons				45	
I-A(7)b. ionic and covalent bonds				46	
I-A(7)c. the ability of carbon to form a diverse array of organic structures.				47	
I-A(8). **Structure of Matter**: Make predictions about elements using the periodic table (e.g., number of valence electrons, metallic character, reactivity, conductivity, type of bond between elements).				48	
I-A(9). **Structure of Matter:** Understand how the type and arrangement of atoms and their bonds determine macroscopic properties (e.g., boiling point, electrical conductivity, hardness of minerals).				49	
I-A(10). **Structure of Matter:** Know that states				50	

REVIEWER # _____

Content Standards, Benchmarks and Performance Standards	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
of matter (i.e., solid, liquid, gas) depend on the arrangement of atoms and molecules and on their freedom of motion.					
I-A(11). **Structure of Matter:** Know that some atomic nuclei can change, including:					
I-A(11)a. spontaneous decay				51	
I-A(11)b. half-life of isotopes					
I-A(11)c. fission				52	
I-A(11)d. fusion (e.g., the sun)				53	
I-A(11)e. alpha, beta, and gamma radiation.					
I-A(12). **Chemical Reactions:** Know that chemical reactions involve the rearrangement of atoms, and that they occur on many timescales (e.g., picoseconds to millennia).				54	
~~I-A(13). **Chemical Reactions:** Know that chemical reactions involve the rearrangement of atoms, and that they occur on many timescales (e.g., picoseconds to millennia)~~				55	ITEM DELETED
I-A(14). **Chemical Reactions:** Know how to express chemical reactions with balanced equations that show:					
I-A(14)a. conservation of mass				56	
I-A(14)b. products of common reactions.				57	
I-A(15). **Chemical Reactions:** Describe how the rate of chemical reactions depends on many factors that include temperature, concentration, and the presence of catalysts.				58	
II-B. **Benchmark:** Understand the transformation and transmission of energy and how energy and matter interact.					

REVIEWER # _____

Content Standards, Benchmarks and Performance Standards	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
I-B(1). **Energy Transformation and Transfer**: Identify different forms of energy, including kinetic, gravitational (potential), chemical, thermal, nuclear, and electromagnetic.				59	
I-B(2). **Energy Transformation and Transfer**: Explain how thermal energy (heat) consists of the random motion and vibrations of atoms and molecules and is measured by temperature.				60	
I-B(3). **Energy Transformation and Transfer**: Understand that energy can change from one form to another (e.g., changes in kinetic and potential energy in a gravitational field, heats of reaction, hydroelectric dams) and know that energy is conserved in these changes.				61	
I-B(5). **Energy Transformation and Transfer**: Explain how heat flows in terms of the transfer of vibrational motion of atoms and molecules from hotter to colder regions.				62	
I-B(8). **Energy Transformation and Transfer**: Describe the characteristics of electromagnetic waves (e.g., visible light, radio, microwave, X-ray, ultraviolet, gamma) and other waves (e.g., sound, seismic waves, water waves), including:					
I-B(8)a. origin and potential hazards of various forms of electromagnetic radiation				63	
I-B(8)b. energy of electromagnetic waves carried in discrete energy packets (photons) whose energy is inversely proportional to wavelength.				64	
I-B(9). Know that each kind of atom or				65	

REVIEWER # _____

Content Standards, Benchmarks and Performance Standards	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
molecule can gain or lose energy only in discrete amounts.					
I-B(10). Explain how wavelengths of electromagnetic radiation can be used to identify atoms, molecules, and the composition of stars.				66	
I-B(11). Understand the concept of equilibrium (i.e., thermal, mechanical, and chemical).				67	
Strand II: The Content of Science Standard III (Earth and Space Science): Understand the structure of Earth, the solar system, and the universe, the interconnections among them, and the processes and interactions of Earth's systems.					
~~III-A. **Benchmark:** Examine the scientific theories of the origin, structure, contents, and evolution of the solar system and the universe, and their interconnections.~~					ITEM DELETED
~~III-A(1). Understand the scale and contents of the universe, including:~~					ITEM DELETED
~~III-A (1)a. range of structures from atoms through astronomical objects to the universe~~				68	ITEM DELETED
~~III-A (1)b. objects in the universe such as planets, stars, galaxies, and nebulae~~				69	ITEM DELETED
~~III-A(5). Explain how objects in the universe emit different electromagnetic radiation and how this information is used~~				70	ITEM DELETED
~~III-B. **Benchmark:** Examine the scientific theories of the origin, structure, energy, and evolution of Earth and its atmosphere, and their interconnections.~~					ITEM DELETED
~~III-B(2). Recognize that radiometric data indicate that Earth is at least 4 billion years old and that Earth has changed during that~~				71	ITEM DELETED

REVIEWER # _____

Content Standards, Benchmarks and Performance Standards	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
~~period.~~					
~~III-B(3). Describe the internal structure of Earth (e.g., core, mantle, crust) and the structure of Earth's plates.~~				72	ITEM DELETED
~~III-B(4). Understand the changes in Earth's past and the investigative methods used to determine geologic time, including:~~					ITEM DELETED
~~III-B(4)a. rock sequences, relative dating, fossil correlation, and radiometric dating~~				73	ITEM DELETED
~~III-B(4)b. geologic time scales, historic changes in life forms, and the evidence for absolute ages (e.g., radiometric methods, tree rings, paleomagnetism).~~				74	ITEM DELETED
~~III-B(6). that Earth's systems are driven by internal (i.e., radioactive decay and gravitational energy) and external (i.e., the sun) sources of energy.~~				75	ITEM DELETED
~~III-B(10). Describe the composition and structure of Earth's materials, including:~~					ITEM DELETED
~~III-B(10)a. the major rock types (i.e., sedimentary, igneous, metamorphic) and their formation~~				76	ITEM DELETED
~~III-B(10)b. natural resources (e.g., minerals, petroleum) and their formation.~~				77	ITEM DELETED
~~III-B(11). Explain how the availability of ground water through aquifers can fluctuate based on multiple factors (i.e., rate of use, rate of replenishment, surface changes, and changes in temperature).~~				78	ITEM DELETED
Strand III: Science and Society **Standard I:** Understand how scientific discoveries, inventions, practices, and					

REVIEWER # _____

Content Standards, Benchmarks and Performance Standards	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
knowledge influence, and are influenced by, individuals and societies.					
I-A. **Benchmark:** Examine and analyze how scientific discoveries and their applications affect the world, and explain how societies influence scientific investigations and applications.					
I-A(1). **Science and Technology**: Know how science enables technology but also constrains it, and recognize the difference between real technology and science fiction (e.g., rockets vs. antigravity machines; nuclear reactors vs. perpetual-motion machines; medical X-rays vs. Star-Trek tricorders).				79	
I-A(2). **Science and Technology**: Understand how advances in technology enable further advances in science (e.g., microscopes and cellular structure; telescopes and understanding of the universe).				80	
I-A(3). **Science and Technology**: Evaluate the influences of technology on society (e.g., communications, petroleum, transportation, nuclear energy, computers, medicine, genetic engineering) including both desired and undesired effects, and including some historical examples (e.g., the wheel, the plow, the printing press, the lightning rod).				81	
I-A(4). **Science and Technology**: Understand the scientific foundations of common technologies (e.g., kitchen appliances, radio, television, aircraft, rockets, computers, medical X-rays, selective breeding, fertilizers and pesticides, agricultural equipment).				82	

REVIEWER # _____

Content Standards, Benchmarks and Performance Standards	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
~~I-A(5). **Science and Technology**: Understand that applications of genetics can meet human needs and can create new problems (e.g., agriculture, medicine, cloning).~~				83	ITEM DELETED
I-A(6). **Science and Technology**: Analyze the impact of digital technologies on the availability, creation, and dissemination of information.				84	
I-A(7). **Science and Technology**: Describe how human activities have affected ozone in the upper atmosphere and how it affects health and the environment.				85	
I-A(8). **Science and Technology**: Describe uses of radioactivity (e.g., nuclear power, nuclear medicine, radiometric dating).				86	
I-A(9). **Science and Society:** Describe how scientific knowledge helps decision makers with local, national, and global challenges (e.g., Waste Isolation Pilot Project [WIPP], mining, drought, population growth, alternative energy, climate change).				87	
I-A(10). **Science and Society:** Describe major historical changes in scientific perspectives (e.g., atomic theory, germs, cosmology, relativity, plate tectonics, evolution) and the experimental observations that triggered them.				88	
I-A(11). **Science and Society:** Know that societal factors can promote or constrain scientific discovery (e.g., government funding, laws and regulations about human cloning and genetically modified organisms, gender and ethnic bias, AIDS research, alternative-energy research).				89	
I-A(12). **Science and Society:** Explain how				90	

REVIEWER # _____

Content Standards, Benchmarks and Performance Standards	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
societies can change ecosystems and how these changes can be reversible or irreversible.					
~~I-A(13). **Science and Society:** Describe how environmental, economic, and political interests impact resource management and use in New Mexico.~~				91	ITEM DELETED
I-A(14). Describe New Mexico's role in nuclear science (e.g., Manhattan Project, WIPP, national laboratories).				92	
I-A(15). **Science and Individuals:** Identify how science has produced knowledge that is relevant to individual health and material prosperity.				93	
I-A(16). **Science and Individuals:** Understand that reasonable people may disagree about some issues that are of interest to both science and religion (e.g., the origin of life on Earth, the cause of the Big Bang, the future of Earth).				94	
I-A(17). **Science and Individuals:** Identify important questions that science cannot answer (e.g., questions that are beyond today's science, decisions that science can only help to make, questions that are inherently outside of the realm of science)				95	
I-A(18). **Science and Individuals:** Understand that scientists have characteristics in common with other individuals (e.g., employment and career needs, curiosity, desire to perform public service, greed, preconceptions and biases, temptation to be unethical, core values including honesty and openness).				96	
I-A(19). **Science and Individuals:** Know that science plays a role in many different				97	

REVIEWER # _____

Content Standards, Benchmarks and Performance Standards	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
kinds of careers and activities (e.g., public service, volunteers, public office holders, researchers, teachers, doctors, nurses, technicians, farmers, ranchers).					

Reviewer's Section I Totals	

REVIEWER # _____

PUBLISHER: SECTION II CITATION REQUIREMENTS AND SCORING

A. Citations for "Other Relevant Criteria" will usually refer to the Teacher Edition, but may refer to the Student Edition.
B. Enter three (3) citations (one in each cell) for each indicator; enter the page number and the paragraph.
   a. Example: [123-5] would refer the reviewer to +Page 123, paragraph 5 to find the evidence of the indicator.
C. All three citations must be found satisfactory by the Review Team to meet the requirements of the standard.

REVIEWER: USE THE TEACHER'S EDITION AND THE STUDENT EDITION TO CONDUCT THIS PORTION OF THE REVIEW

Mark your score in the "Item Score" column.
KEY:
0 = Citations did not meet the requirements of the standard.
5 = Citations met the requirements of the standard.

SECTION II: OTHER RELEVANT CRITERIA	Citation 1	Citation 2	Citation 3	Item Number	Item Score
A. The textbook provides pictorials, graphics, and illustrations that represent diversity of cultures, race, color, creed, national origin, age, gender, language or disability.	Citation 1	Citation 2	Citation 3	1	
B. The textbook provides a variety of cultural perspectives used within the lesson content.	Citation 1	Citation 2	Citation 3	2	
C. The textbook provides reading selections with activities requiring student responses that promote respect for all people regardless of race, color, creed, national origin, age, gender, language or disability.	Citation 1	Citation 2	Citation 3	3	
D. The textbook presents appropriate role models within content rather than an oversimplified standardized image of a person or group; avoids stereotyping.	Citation 1	Citation 2	Citation 3	4	

REVIEWER # _____

SECTION II: OTHER RELEVANT CRITERIA	Citation 1	Citation 2	Citation 3	Item Number	Item Score
E. The textbook provides an introduction to the lesson including the comprehension questions (i.e. focus questions or guiding questions) the student will be expected to answer at the conclusion of the classroom instruction.	Citation 1	Citation 2	Citation 3	5	
F. The textbook introduces a vocabulary list at the beginning of each lesson.	Citation 1	Citation 2	Citation 3	6	
G. The textbook provides visual aids to assist comprehension.	Citation 1	Citation 2	Citation 3	7	
H. The textbook provides extensive and varied opportunities to practice lesson objectives /targeted skills.	Citation 1	Citation 2	Citation 3	8	
I. The textbook provides the student with ongoing review and practice for the purpose of retaining previously acquired knowledge.	Citation 1	Citation 2	Citation 3	9	
J. The textbook provides writing activities for students to make connections across reading selections and their personal experiences. Some ***examples*** of this might include: 1. discussing/responding to open-ended prompts; 2. tracing cause and effect relationships; 3. comparing real life situations; dramatizing, or; 4. tracing themes, patterns.	Citation 1	Citation 2	Citation 3	10	
K. The textbook provides speaking activities for students to make connections across reading selections and their personal experiences. Some ***examples*** of this might include: • discussing/responding to open-ended prompts; • tracing cause and effect relationships; • comparing real life situations; dramatizing, or; tracing themes, patterns.	Citation 1	Citation 2	Citation 3	11	

REVIEWER # _____

SECTION II: OTHER RELEVANT CRITERIA	Citation 1	Citation 2	Citation 3	Item Number	Item Score
L. The textbook incorporates increasingly complex practice into lessons requiring analysis, evaluation and synthesis.	Citation 1	Citation 2	Citation 3	12	
M. The textbook provides activities that elicit critical thinking, such as, research, defining a problem, examining evidence, analyzing assumptions and biases, avoiding emotional reasoning, avoiding oversimplification, considering other interpretations, tolerating ambiguity, and metacongition.	Citation 1	Citation 2	Citation 3	13	
N. The textbook includes comprehensive laboratory projects and assignments for students.	Citation 1	Citation 2	Citation 3	14	
O. The textbook provides a Reference Section that includes: Glossary, Academic Word List and other relevant information to support student learning.	Citation 1	Citation 2	Citation 3	15	
P. The textbook provides relevant tables such as the periodic table of elements, chart of the elements, classification of plants and animals, and summary pages for relevant content and formulas.	Citation 1	Citation 2	Citation 3	16	
Q. The Teacher's Edition presents an overview of the scope and sequence of skills and concepts.	Citation 1	Citation 2	Citation 3	17	
R. Within each lesson the Teacher's Edition provides articulated **objectives** for varied skill levels of the students.	Citation 1	Citation 2	Citation 3	18	
S. The Teacher's Edition provides instructional support for laboratory projects and assignments for students.	Citation 1	Citation 2	Citation 3	19	
T. The Teacher's Edition provides correlation citations of the New Mexico Science Content Standards, Benchmarks and Performance Standards to the corresponding location in the Student Edition.	Citation 1	Citation 2	Citation 3	20	
U. At the beginning of each unit, chapter or lesson there is a list of standards covered within the unit, chapter or lesson.	Citation 1	Citation 2	Citation 3	21	

REVIEWER # _____

SECTION II: OTHER RELEVANT CRITERIA	Citation 1	Citation 2	Citation 3	Item Number	Item Score
V. The Teacher's Edition provides leveled **activities** for differentiated instructional to meet the needs of all students including struggling and accelerated learners.	Citation 1	Citation 2	Citation 3	22	
W. The Teachers Edition provides instructional strategies for English language learners.	Citation 1	Citation 2	Citation 3	23	
X. The Teacher's Edition includes content and information that support a variety of approaches to instruction, including (score each item separately):					
1. Writing activities	Citation 1	Citation 2	Citation 3	24	
2. Project-based learning assignments	Citation 1	Citation 2	Citation 3	25	
3. Interdisciplinary instruction	Citation 1	Citation 2	Citation 3	26	
4. Thematic instruction across genres	Citation 1	Citation 2	Citation 3	27	
Y. The Teacher's Edition provides the teacher with instructional strategies for every lesson.	Citation 1	Citation 2	Citation 3	28	
Z. The Teacher's Edition provides instructional support for explicitly teaching comprehension.	Citation 1	Citation 2	Citation 3	29	
AA. The Teacher's Edition provides pre and post-tests that cover lesson and/or chapter content.	Citation 1	Citation 2	Citation 3	30	
BB. The Teacher's Edition provides student assessments that are accompanied by an item analysis and score interpretation for the identification of skill areas in need of further instruction.	Citation 1	Citation 2	Citation 3	31	
CC. The Teacher's Edition provides strategies for students to use technology-based knowledge and skills in the curriculum area, such as, student presentations and	Citation 1	Citation 2	Citation 3	32	

REVIEWER # _____

SECTION II: OTHER RELEVANT CRITERIA	Citation 1	Citation 2	Citation 3	Item Number	Item Score
projects.					
Reviewer's Section II Total					Total Section Score
Reviewer's Grand Total					Total Review Score