Instructional Material Bureau
Summer 2011 Adoption Review Institute
Form F: *Publisher Alignment Form & Review Scoring Rubric*
(Science 3)

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 & 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 scientific methods to observe, collect, record, analyze, predict, interpret, and determine reasonableness of data.					
I-A(1). Make new observations when discrepancies exist between two descriptions of the same object or phenomenon to improve accuracy.				1	
I-A(2). Recognize the difference between data and opinion.				2	
I-A(3). Use numerical data in describing and comparing objects, events, and measurements.				3	
I-A(4). Collect data in an investigation and analyze those data.				4	
I-A(5). Know that the same scientific laws govern investigations in different times and places (e.g., gravity, growing plants).				5	
I-B. **Benchmark:** Use scientific thinking and knowledge and communicate findings.					
I-B(1). Use a variety of methods to display data and present findings.				6	
I-B(2). Understand that predictions are based on observations, measurements, and cause-				7	

REVIEWER # _____

CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
and-effect relationships.					
I-C. **Benchmark:** Use mathematical skills and vocabulary to analyze data, understand patterns and relationships, and communicate findings.					
I-C(1). Use numerical data in describing and comparing objects, events, and measurements.				8	
I-C(2). Pose a question of interest and present observations and measurements with accuracy.				9	
I-C(3). Use various methods to display data and present findings and communicate results in accurate mathematical language.				10	
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:** Recognize that matter has different forms and properties.					
I-A(1). Identify and compare properties of pure substances and mixtures (e.g., sugar, fruit juice).				11	
I-A(2). Separate mixtures based on properties (e.g., by size or by substance; rocks and sand, iron filings and sand, salt and sand).				12	
I-B. **Benchmark:** Know that energy is needed to get things done and that energy has different forms.					
I-B(1). Understand that light is a form of energy and can travel through a vacuum.				13	
I-B(2). Know that light travels in a straight line until it strikes an object and then it is				14	

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CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
reflected, refracted, or absorbed.					
I-B(3). Measure energy and energy changes (e.g., temperature changes).				15	
I-B(4). Construct charts or diagrams that relate variables associated with energy changes (e.g., melting of ice over time).				16	
I-C. **Benchmark:** Identify forces and describe the motion of objects.					
I-C(1). Recognize that magnets can produce motion by attracting some materials (e.g., steel) and have no effect on others (e.g., plastics).				17	
I-C(2). Describe how magnets have poles (N and S) and that like poles repel each other while unlike poles attract.				18	
I-C(3). Observe that some forces produce motion without objects touching (e.g., magnetic force on nails).				19	
I-C(4). Describe motion on different time scales (e.g., the slow motion of a plant toward light, the fast motion of a tuning fork).				20	
Strand II: The Content of Science **Standard II (Life Science):** Understand the properties, structures, and processes of living things and the interdependence of living things and their environments.					
II-A. **Benchmark:** Know that living things have diverse forms, structures, functions, and habitats.					
II-A(1). Know that an adaptation in physical structure or behavior can improve an organism's chance for survival (e.g., horned toads, chameleons, cacti, mushrooms).				21	

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CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
II-A(2). Observe that plants and animals have structures that serve different functions (e.g., shape of animals' teeth).				22	
II-A(3). Classify common animals according to their observable characteristics (e.g., body coverings, structure).				23	
II-A(4). Classify plants according to their characteristics (e.g., tree leaves, flowers, seeds).				24	
II-B. **Benchmark:** Know that living things have similarities and differences and that living things change over time.					
II-B(1). Identify how living things cause changes to the environments in which they live, and that some of these changes are detrimental to the organism and some are beneficial.				25	
II-B(2). Know that some kinds of organisms that once lived on Earth have become extinct (e.g., dinosaurs) and that others resemble those that are alive today (e.g., alligators, sharks).				26	
II-C. **Benchmark:** Know the parts of the human body and their functions.					
II-C(1). Know that bacteria and viruses are germs that affect the human body.				27	
II-C(2). Describe the nutrients needed by the human body.				28	
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.					

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CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
III-A. **Benchmark:** Know the structure of the solar system and the objects in the universe.					
III-A(1). Describe the objects in the solar system (e.g., sun, Earth and other planets, moon) and their features (e.g., size, temperature).				29	
III-A(2). Describe the relationships among the objects in the solar system (e.g., relative distances, orbital motions).				30	
III-A(3). Observe that the pattern of stars stays the same as they appear to move across the sky nightly.				31	
III-A(4). Observe that different constellations can be seen in different seasons.				32	
III-A(5). Know that telescopes enhance the appearance of some distant objects in the sky (e.g., the moon, planets).				33	
III-B. **Benchmark:** Know the structure and formation of Earth and its atmosphere and the processes that shape them.					
III-B(1). Know that Earth's features are constantly changed by a combination of slow and rapid processes that include the action of volcanoes, earthquakes, mountain building, biological changes, erosion, and weathering.				34	
III-B(2). Know that fossils are evidence of earlier life and provide data about plants and animals that lived long ago.				35	
III-B(3). Know that air takes up space, is colorless, tasteless, and odorless, and exerts a force.				36	
III-B(4). Identify how water exists in the air in different forms (e.g., in clouds and fog as tiny droplets; in rain, snow, and hail) and changes from one form to another				37	

REVIEWER # _____

CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
through various processes (e.g., freezing/condensation, precipitation, evaporation).					
Strand III: Science and Society Standard I: Understand how scientific discoveries, inventions, practices, and knowledge influence, and are influenced by, individuals and societies.					
I-A. **Benchmark** Describe how science influences decisions made by individuals and societies.					
I-A(1). Describe how food packaging (e.g., airtight containers, date) and preparation (heating, cooling, salting, smoking, drying) extend food life and the safety of foods (e.g., elimination of bacteria).				38	
I-A(2). Know that science produces information for the manufacture and recycling of materials (e.g., materials that can be recycled [aluminum, paper, plastic] and others that cannot [gasoline]).				39	
I-A(3). Know that naturally occurring materials (e.g., wood, clay, cotton, animal skins) may be processed or combined with other materials to change their properties.				40	
I-A(4). Know that using poisons can reduce the damage to crops caused by rodents, weeds, and insects, but their use may harm other plants, animals, or the environment.				41	

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	

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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	

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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	

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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	

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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