Instructional Material Bureau
Summer 2011 Adoption Review Institute
Form F: *Publisher Alignment Form & Review Scoring Rubric*
(1711 Biology)

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 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.				8	
I-A(3). Use appropriate technologies to collect, analyze, and communicate scientific data (e.g., computers, calculators, balances, microscopes).				9	

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CONTENT STANDARDS, BENCHMARKS & 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				10	
I-A(4)b. diagrams, charts, and other data displays				11	
I-A(4)c. mathematical expressions and processes (e.g., mean, median, slope, proportionality)				12	
I-A(4)d. clear, logical, and concise communication				13	
I-A(4)e. reasoned arguments.				14	
I-A(5). Understand how scientific theories are used to explain and predict natural phenomena (e.g., plate tectonics, ocean currents, structure of atom).				15	
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:					
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.				20	
I-B(2). Use scientific reasoning and valid logic to recognize:					
I-B(2)a. faulty logic				21	
I-B(2)b. cause and effect				22	

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CONTENT STANDARDS, BENCHMARKS & 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	

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CONTENT STANDARDS, BENCHMARKS & 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 II (Life Science):** Understand the properties, structures, and processes of living things and the interdependence of living things and their environments.					
II-A. **Benchmark:** Understand how the survival of species depends on biodiversity and on complex interactions, including the cycling of matter and the flow of energy.					
II-A(1). **Ecosystems**: Know that an ecosystem is complex and may exhibit fluctuations around a steady state or may evolve over time.				34	
II-A(2). **Ecosystems**: Describe how organisms cooperate and compete in ecosystems (e.g., producers, decomposers, herbivores, carnivores, omnivores, predator-prey, symbiosis, mutualism).				35	
II-A(3). **Ecosystems**: Understand and describe how available resources limit the amount of life an ecosystem can support (e.g., energy, water, oxygen, nutrients).				36	
II-A(4). **Ecosystems**: Critically analyze how humans modify and change ecosystems (e.g., harvesting, pollution, population growth, technology).				37	
II-A(5). **Energy flow in the Environment**:				38	

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CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
Explain how matter and energy flow through biological systems (e.g., organisms, communities, ecosystems), and how the total amount of matter and energy is conserved but some energy is always released as heat to the environment.					
II-A(6). **Energy flow in the Environment**: Describe how energy flows from the sun through plants to herbivores to carnivores and decomposers.				39	
II-A(7). **Energy flow in the Environment**: Understand and explain the principles of photosynthesis (i.e., chloroplasts in plants convert light energy, carbon dioxide, and water into chemical energy).to herbivores to carnivores and decomposers.				40	
II-A(8). **Biodiversity**: Understand and explain the hierarchical classification scheme (i.e., domain, kingdom, phylum, class, order, family, genus, species), including:					
II-A(8)a. classification of an organism into a category				41	
II-A(8)b. similarity inferred from molecular structure (DNA) closely matching classification based on anatomical similarities				42	
II-A(8)c. similarities of organisms reflecting evolutionary relationships				43	
II-A(9). **Biodiversity**: Understand variation within and among species, including					
II-A(9)a. mutations and genetic drift				44	
II-A(9)b. factors affecting the survival of an organism				45	
II-A(9)c. natural selection				46	

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CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
II-B. **Benchmark:** Understand the genetic basis for inheritance and the basic concepts of biological evolution.					
II-B(1). **Genetics**: Know how DNA carries all genetic information in the units of heredity called genes, including:				47	
II-B(1)a. the structure of DNA (e.g., subunits A, G, C, T)				48	
II-B(1)b. information-preserving replication of DNA				49	
II-B(1)c. alteration of genes by inserting, deleting, or substituting parts of DNA				50	
II-B(2). **Genetics**: Use appropriate vocabulary to describe inheritable traits (i.e., genotype, phenotype).				51	
II-B(3). **Genetics**: Explain the concepts of segregation, independent assortment, and dominant/recessive alleles				52	
II-B(4). **Genetics**: Identify traits that can and cannot be inherited.				53	
II-B(5). **Genetics**: Know how genetic variability results from the recombination and mutation of genes, including:					
II-B(5)a. sorting and recombination of genes in sexual reproduction result in a change in DNA that is passed on to offspring				54	
II-B(5)b. radiation or chemical substances can cause mutations in cells, resulting in a permanent change in DNA.				55	
II-B(6). **Genetics**: Understand the principles of sexual and asexual reproduction, including meiosis and mitosis.				56	
II-B(7). **Genetics**: Know that most cells in the human body contain 23 pairs of				57	

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CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
chromosomes including one pair that determines sex, and that human females have two X chromosomes and human males have an X and a Y chromosome.					
II-B(8). **Biological Evolution**: Describe the evidence for the first appearance of life on Earth as one-celled organisms, over 3.5 billion years ago, and for the later appearance of a diversity of multi cellular organisms over millions of years.				58	
II-B(9). **Biological Evolution**: Critically analyze the data and observations supporting the conclusion that the species living on Earth today are related by descent from the ancestral one-celled organisms.				59	
II-B(10). **Biological Evolution**: Understand the data, observations, and logic supporting the conclusion that species today evolved from earlier, distinctly different species, originating from the ancestral one-celled organisms.				60	
II-B(11). **Biological Evolution**: Understand that evolution is a consequence of many factors, including the ability of organisms to reproduce, genetic variability, the effect of limited resources, and natural selection.				61	
II-B(12). **Biological Evolution**: Explain how natural selection favors individuals who are better able to survive, reproduce, and leave offspring.				62	
II-B(13). **Biological Evolution**: Analyze how evolution by natural selection and other mechanisms explains many phenomena including the fossil record of ancient life forms and similarities (both physical and molecular) among different species.				63	

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CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
II-C. **Benchmark:** Understand the characteristics, structures, and functions of cells.					
II-C(1). **Structure and Function**: Know that cells are made of proteins composed of combinations of amino acids.				64	
II-C(2). **Structure and Function**: Know that specialized structures inside cells in most organisms carry out different functions:					
II-C(2)a. parts of a cell and their functions (e.g., nucleus, chromosomes, plasma, and mitochondria)				65	
II-C(2)b. storage of genetic material in DNA				66	
II-C(2)c. similarities and differences between plant and animal cells				67	
II-C(2)d. prokaryotic and eukaryotic cells.				68	
II-C(3). **Structure and Function**: Describe the mechanisms for cellular processes (e.g., energy production and storage, transport of molecules, waste disposal, synthesis of new molecules).				69	
II-C(4). **Structure and Function**: Know how the cell membrane controls which ions and molecules enter and leave the cell based on membrane permeability and transport (i.e., osmosis, diffusion, active transport, passive transport).				70	
II-C(5). **Structure and Function**: Explain how cells differentiate and specialize during the growth of an organism, including:					
II-C(5)a. differentiation, regulated through the selected expression of different genes				71	
II-C(5)a. specialized cells, response to stimuli (e.g., nerve cells, sense organs)				72	
II-C(6). **Structure and Function**: Know that DNA directs protein building (e.g., role				73	

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CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
of RNA).					
II-C(7). **Biochemical Mechanisms**: Describe how most cell functions involve chemical reactions, including:					
II-C(7)a. promotion or inhibition of biochemical reactions by enzymes				74	
II-C(7)b. processes of respiration (e.g., energy production, ATP)				75	
II-C(7)c. communication from cell to cell by secretion of a variety of chemicals (e.g., hormones).				76	
~~**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.~~					ITEM DELETED
~~III-A. **Benchmark:** Examine the scientific theories of the origin, structure, energy, and evolution of Earth and its atmosphere, and their interconnections.~~					ITEM DELETED
~~III-A(1). **Characteristics and Evolution of Earth:** Describe the characteristics and the evolution of Earth in terms of the geosphere, the hydrosphere, the atmosphere, and the biosphere.~~				77	ITEM DELETED
~~III-A(4). **Characteristics and Evolution of Earth:** Understand the changes in Earth's past and the investigative methods used to determine geologic time, including:~~					ITEM DELETED
~~IIII-A(4)a. rock sequences, relative dating, fossil correlation, and radiometric dating~~				78	ITEM DELETED

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CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
~~III-A(4)b. geologic time scales, historic changes in life forms, and the evidence for absolute ages (e.g., radiometric methods, tree rings, paleomagnetism)~~				79	ITEM DELETED
~~III-A(6). **Energy in Earth's System:** Know that Earth's systems are driven by internal (i.e., radioactive decay and gravitational energy) and external (i.e., the sun) sources of energy.~~				80	ITEM DELETED
~~III-A(8). **Energy in Earth's System:** Describe the patterns and relationships in the circulation of air and water driven by the sun's radiant energy, including:~~					ITEM DELETED
~~III-A(8)a. patterns in weather systems related to the transfer of energy~~				81	ITEM DELETED
~~III-A(8)b. differences between climate and weather~~				82	ITEM DELETED
~~III-A(8)c. global climate, global warming, and the greenhouse effect~~				83	ITEM DELETED
~~III-A(8)d. El Niño, La Niña, and other climatic trends.~~				84	ITEM DELETED
~~III-A(4). **Geochemical Cycles:** Know that Earth's system contains a fixed amount of natural resources that cycle among land, water, the atmosphere, and living things (e.g., carbon and nitrogen cycles, rock cycle, water cycle, ground water, aquifers).~~				85	ITEM DELETED
~~III-A(11). **Geochemical Cycles:** Explain how layers of the atmosphere (e.g., ozone, ionosphere) change naturally and artificially.~~				86	ITEM DELETED
~~III-A(12). **Geochemical Cycles:** Explain how the availability of ground water through~~				87	ITEM

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CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
~~aquifers can fluctuate based on multiple factors (i.e., rate of use, rate of replenishment, surface changes, and changes in temperature).~~					DELETED
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:** 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).				88	
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).				89	
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).				90	

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CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
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).				91	
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).				92	
I-A(6). **Science and Technology**: Analyze the impact of digital technologies on the availability, creation, and dissemination of information.				93	
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.				94	
I-A(8). **Science and Technology**: Describe uses of radioactivity (e.g., nuclear power, nuclear medicine, radiometric dating).				95	
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).				96	
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.				97	
I-A(11). **Science and Society:** Know that societal				98	

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CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
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).					
I-A(12). **Science and Society:** Explain how societies can change ecosystems and how these changes can be reversible or irreversible.				99	
I-A(13). **Science and Society:** Describe how environmental, economic, and political interests impact resource management and use in New Mexico.				100	
I-A(15). **Science and Individuals:** Identify how science has produced knowledge that is relevant to individual health and material prosperity.				101	
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).				102	
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)				103	
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				104	

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CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
be unethical, core values including honesty and openness).					
I-A(19). **Science and Individuals:** Know that science plays a role in many different kinds of careers and activities (e.g., public service, volunteers, public office holders, researchers, teachers, doctors, nurses, technicians, farmers, ranchers).				105	

Reviewer's Section I Total	

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 (TE) AND THE STUDENT EDITION TO CONDUCT THIS PORTION 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	
E. The textbook provides an introduction to the lesson including the comprehension questions (i.e. focus questions or guiding questions) the student	Citation 1	Citation 2	Citation 3	5	

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SECTION II: OTHER RELEVANT CRITERIA	Citation 1	Citation 2	Citation 3	Item Number	Item Score
will be expected to answer at the conclusion of the classroom instruction.					
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	
L. The textbook incorporates increasingly complex practice into lessons requiring analysis, evaluation and synthesis.	Citation 1	Citation 2	Citation 3	12	

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SECTION II: OTHER RELEVANT CRITERIA	Citation 1	Citation 2	Citation 3	Item Number	Item Score
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	

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SECTION II: OTHER RELEVANT CRITERIA	Citation 1	Citation 2	Citation 3	Item Number	Item Score
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 projects.	Citation 1	Citation 2	Citation 3	32	

Reviewer's Section II Total	Total Section Score
Reviewer's Grand Total	Total Review Score