Instructional Material Bureau
Summer 2011 Adoption Review Institute
Form F: *Publisher Alignment Form & Review Scoring Rubric*
(Science 2)

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). Conduct simple investigations (e.g. measure the sizes of plants of the same kind that are grown in sunlight and in shade).				1	
I-A(2). Use tools to provide information not directly available through only the senses (e.g., magnifiers, rulers, thermometers).				2	
I-A(3). Make predictions based on observed patterns as opposed to random guessing.				3	
I-A(4). Follow simple instructions for scientific investigation.				4	
I-B. **Benchmark:** Use scientific thinking and knowledge and communicate findings.					
I-B(1). Understand that in doing science it is often helpful to work with a team and share findings.				5	
I-B(2). Make accurate observations and communicate findings about investigations.				6	
I-C. **Benchmark:** Use mathematical skills and vocabulary to analyze data, understand patterns and					

REVIEWER # _____

CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
relationships, and communicate findings.					
I-C(1). Record observations on simple charts or diagrams.				7	
I-C(2). Measure length, weight, and temperature with appropriate tools and express those measurements in accurate mathematical language.				8	
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). Observe that properties of substances can change when they are mixed, cooled, or heated (e.g., salt dissolves in water, ice melts).				9	
I-A(2). Describe the changes that occur when substances are heated or cooled and change from one state of matter to another (i.e., solid, liquid, and gas).				10	
I-B. **Benchmark:** Know that energy is needed to get things done and that energy has different forms.					
I-B(1). Describe how heat can be produced (e.g., burning, rubbing, mixing some substances).				11	
I-B(2). Know that heat moves more rapidly in thermal conductors (e.g., metal pan) than in insulators (e.g., plastic handle).				12	
I-B(3). Describe the usefulness of some forms of energy (e.g., electricity, sunlight, wind, sound) and how energy (e.g., heat, light,) can affect common objects (e.g., sunlight warms dark objects, heat melts				13	

REVIEWER # _____

CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
candles).					
I-B(4). Observe that sound is made by vibrating objects and describe it by its pitch and loudness.				14	
I-B(5). Recognize that moving objects carry energy (kinetic energy).				15	
I-C. **Benchmark:** Identify forces and describe the motion of objects.					
I-C(1). Describe how the strength of a push or pull affects the change in an object's motion (e.g., how a big or small push affects how high a swing rises).				16	
I-C(2). Observe that electrically charged materials and magnets attract and repel each other, and observe their effects on other kinds of materials.				17	
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.					
I-A. **Benchmark:** Know that living things have diverse forms, structures, functions, and habitats.					
II-A(1). Observe that diversity exists among individuals within a population.				18	
II-A(2). Observe and describe various shapes of fungi.				19	
II-A(3). Know that bacteria and viruses are germs.				20	
II-B. **Benchmark:** Know that living things have similarities and differences and that living things change over time.					
II-B(1). Explain that stages of the life cycle are different for different animals (e.g., mouse, cat, horse, butterfly, frog).				21	

REVIEWER # _____

CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
II-B(2). Observe that many characteristics of the offspring of living organisms (e.g., plants or animals) are inherited from their parents.				22	
II-B(3). Observe how the environment influences some characteristics of living things (e.g., amount of sunlight required for plant growth).				23	
II-C. **Benchmark:** Know the parts of the human body and their functions.					
II-C(1). Identify a variety of human organs (e.g., lungs, heart, stomach, brain).				24	
II-C(2). Know that various nutrients are required for specific parts and functions of the body (e.g., milk for bones and teeth, protein for muscles, sugar for energy).				25	
II-C(3). Identify the functions of human systems (e.g., respiratory, circulatory, digestive).				26	
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:** Know the structure of the solar system and the objects in the universe.					
III-A(1). Observe that the phase of the moon appears a little different every day but looks the same again after about four weeks.				27	
III-A(2). Observe that some objects in the night sky are brighter than others.				28	
III-A(3). Know that the sun is a star.				29	
III-B. **Benchmark:** Know the structure and formation of Earth and its atmosphere and the processes that					

REVIEWER # _____

CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
shape them.					
III-B(1). Know that rocks have different shapes and sizes (e.g., boulders, pebbles, sand) and that smaller rocks result from the breaking and weathering of larger rocks.				30	
III-B(2). Understand that rocks are made of materials with distinct properties.				31	
III-B(3). Know that soil is made up of weathered rock and organic materials, and that soils differ in their capacity to support the growth of plants.				32	
III-B(4). Recognize the characteristics of the seasons.				33	
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 ways to prevent the spread of germs (e.g., soap, bleach, cooking).				34	
I-A(2). Know that science has ways to help living things avoid sickness or recover from sickness (e.g., vaccinations, medicine) and adult supervision is needed to administer them.				35	
I-A(3). Know that some materials are better than others for making particular things (e.g., paper, cardboard, plastic, metal, fiberglass, wood).				36	
I-A(4). Understand that everybody can do science, invent things, and formulate ideas.				37	
I-A(5). Know that science has discovered many				38	

REVIEWER # _____

CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
things about objects, events, and nature and that there are many more questions to be answered.					

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	
E. The textbook provides an introduction to the lesson including the comprehension questions (i.e. focus	Citation 1	Citation 2	Citation 3	5	

REVIEWER # _____

SECTION II: OTHER RELEVANT CRITERIA	Citation 1	Citation 2	Citation 3	Item Number	Item Score
questions or guiding questions) the student 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	

REVIEWER # _____

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	
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	

REVIEWER # _____

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

REVIEWER # _____

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