Science (K-2) Evaluation Form

2025 Curricular Materials Review

# Publisher information

* Publisher Name:
* Title:
* ISBN #:
* Author:
* Copyright:
* Most Recently Published Edition and Website:
* Materials provided for evaluation:
* Intended Teacher Audience(s):
* Intended Student Audience(s):
* Is this curriculum in a digital format, print format, or both?

# Instruction

## Publishing Company

* Complete the curriculum evaluation form below. Please provide written justification as to how the material meets the criterion along with location references. If a justification requires additional space, please submit a response on an additional document.

## Review Team Member:

* Please use information and attachments to complete the curriculum evaluation form.
* Explain any discrepancies between your findings and the provided information.
* Findings, explanations, and comments should directly reflect the rubric.

# Scoring for K-2 Alignment to Science Standards

To evaluate each grade or course’s materials for alignment to [Idaho Content Standards](https://www.sde.idaho.gov/topics/admin-rules/files/negotiated-rulemaking/Idaho-K-12-State-Standards-for-Science.pdf), analyze the materials against the relevant criteria in the tables below. Instructional materials must meet most criteria and metrics to align with content standards.

| **0 Points****No Alignment** | **1 Point****Partial Alignment** | **2 Points****High Alignment** | **NA****Not Applicable** |
| --- | --- | --- | --- |
| Standard for Science is not evident. | There is some evidence of the Standard for Science. | Materials explicitly align to and support the Standard for Science through regular and authentic engagement opportunities for students. |  |

## Kindergarten

| **Physical Science** | **Meets Criteria** | **Justification or Comments** |
| --- | --- | --- |
| ***Students who demonstrate understanding can:*** |
| With guidance and support, plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. (1.1) | 0 1 2 N/A |  |
| With guidance and support, analyze data to determine if a design solution works as intended to change the motion of an object with a push or a pull. (1.2) | 0 1 2 N/A |  |
| Make observations to determine the effect of the Sun’s energy on the Earth’s surface. (2.1) | 0 1 2 N/A |  |
| Design and build a structure that will reduce the warming effect of the Sun’s energy on a material. (2.2) | 0 1 2 N/A |  |

| **Life Science** | **Meets Criteria** | **Justification or Comments** |
| --- | --- | --- |
| ***Students who demonstrate understanding can:*** |
| Use observations to describe how plants and animals are alike and different in terms of how they live and grow. (1.1) | 0 1 2 N/A |  |

| **Earth and Space Science** | **Meets Criteria** | **Justification or Comments** |
| --- | --- | --- |
| ***Students who demonstrate understanding can:*** |
| Use and share observations of local weather conditions to describe variations in patterns throughout the year. (1.1) | 0 1 2 N/A |  |
| With guidance and support, use evidence to construct an explanation of how plants and animals interact with their environment to meet their needs. (1.2) | 0 1 2 N/A |  |
| Use a model to represent the relationship between the needs of different plants and animals and the places they live. (2.1) | 0 1 2 N/A |  |
| Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, local weather. (2.2) | 0 1 2 N/A |  |
| Communicate ideas that would enable humans to interact in a beneficial way with the land, water, air, and/or other living things in the local environment. (2.3) | 0 1 2 N/A |  |

## First Grade

| **Physical Science** | **Meets Criteria** | **Justification or Comments** |
| --- | --- | --- |
| ***Students who demonstrate understanding can:*** |
| With guidance and support, plan and conduct investigations to provide evidence that vibrating materials can make sound, and that sound can make materials vibrate. (1.1) | 0 1 2 N/A |  |
| With guidance and support, make observations to construct an evidence-based explanation that objects in darkness can be seen only when illuminated. (1.2) | 0 1 2 N/A |  |
| With guidance and support, plan and conduct investigations to determine the effect of placing materials in the path of a beam of light. (1.3) | 0 1 2 N/A |  |
| Design and build a device that uses light or sound to communicate over a distance. (1.4) | 0 1 2 N/A |  |

| **Life Science** | **Meets Criteria** | **Justification or Comments** |
| --- | --- | --- |
| ***Students who demonstrate understanding can:*** |
| Design and build a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs. (1.1) | 0 1 2 N/A |  |
| Obtain information to identify patterns of behavior in parents and offspring that help offspring survive. (1.2) | 0 1 2 N/A |  |
| Use classification supported by evidence to differentiate between living and non-living items. (1.3) | 0 1 2 N/A |  |
| Make observations to construct an evidence-based explanation that offspring are similar to, but not identical to, their parents. (2.1) | 0 1 2 N/A |  |

| **Earth and Space Science** | **Meets Criteria** | **Justification or Comments** |
| --- | --- | --- |
| ***Students who demonstrate understanding can:*** |
| Use observations of the Sun, Moon, and stars to describe patterns that can be predicted. (1.1) | 0 1 2 N/A |  |
| Make observations at different times of year to relate the amount of daylight to the time of year. (1.2) | 0 1 2 N/A |  |

## Second Grade

| **Physical Science** | **Meets Criteria** | **Justification or Comments** |
| --- | --- | --- |
| ***Students who demonstrate understanding can:*** |
| Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. (1.1) | 0 1 2 N/A |  |
| Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose. (1.2) | 0 1 2 N/A |  |
| Make observations to construct an evidence-based argument that objects, when disassembled, may be used to create new objects using the same set of components. (1.3) | 0 1 2 N/A |  |
| Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot. (1.4) | 0 1 2 N/A |  |

| **Life Science** | **Meets Criteria** | **Justification or Comments** |
| --- | --- | --- |
| ***Students who demonstrate understanding can:*** |
| Plan and conduct an investigation to determine the impact of light and water on the growth of plants. (1.1) | 0 1 2 N/A |  |
| Develop a model that demonstrates how plants depend on animals for pollination or the dispersal of seeds. (1.2) | 0 1 2 N/A |  |
| Make observations of plants and animals to compare the diversity of life in different habitats. (2.1) | 0 1 2 N/A |  |

| **Earth and Space Science** | **Meets Criteria** | **Justification or Comments** |
| --- | --- | --- |
| ***Students who demonstrate understanding can:*** |
| Use information from several sources to provide evidence that Earth events can occur quickly or slowly. (1.1) | 0 1 2 N/A |  |
| Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land. (2.1) | 0 1 2 N/A |  |
| Develop a model to represent the shapes and kinds of land and bodies of water in an area. (2.2) | 0 1 2 N/A |  |
| Obtain information to identify where water is found on Earth and that it can be solid or liquid. (2.3) | 0 1 2 N/A |  |

# CATEGORY 1: 3D Design (Lessons and Units)

Lessons and units are designed so students make sense of phenomena and/or design solutions to problems by engaging in student performances that integrate the three dimensions.

| **Lessons and units include clear and compelling evidence of the following:** | **Meets Criteria** | **Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers.** |
| --- | --- | --- |
| **Explaining Phenomena/Designing Solutions:** Making sense of phenomena and/or designing solutions to a problem drive student learning.* Student questions and prior experiences related to the phenomenon or problem motivate sense-making and/or problem solving.
* The focus of the lesson is to support students in making sense of phenomena and/or designing solutions to problems.
* When engineering is a learning focus, it is integrated with developing disciplinary core ideas from physical, life, and/or earth and space sciences.
 | 0 1 2 N/A |  |
| **Three Dimensions:** Builds understanding of multiple grade-appropriate elements of the science and engineering practices (SEPs), disciplinary core ideas (DCIs), and crosscutting concepts (CCCs) that are deliberately selected to aid student sense-making of phenomena and/or designing of solutions. | **Three Dimensions (overall)**0 1 2 N/A |  |
| 1. Provides opportunities to develop and use specific elements of the SEP(s).
 | 0 1 2 N/A |  |
| 1. Provides opportunities to develop and use specific elements of the DCI(s).
 | 0 1 2 N/A |  |
| 1. Provides opportunities to develop and use specific elements of the CCC(s).
 | 0 1 2 N/A |  |
| **Integrating the Three Dimensions:** Student sense-making of phenomena and/or designing of solutions requires student performances that integrate elements of the SEPs, CCCs, and DCIs. | 0 1 2 N/A |  |
| **Unit Coherence:** Lessons fit together to target a set of standards.* Each lesson builds on prior lessons by addressing questions raised in those lessons, cultivating new questions that build on what students figured out, or cultivating new questions from related phenomena, problems, and prior student experiences.
* The lessons help students develop toward proficiency in a targeted set of performance expectations.
 | 0 1 2 N/A |  |
| **Multiple Science Domains:** *When appropriate*, links are made across the science domains of life science, physical science and Earth and space science.* Disciplinary core ideas from different disciplines are used together to explain phenomena.
* The usefulness of crosscutting concepts to make sense of phenomena or design solutions to problems *across science domains* is highlighted.
 | 0 1 2 N/A |  |
| **Math and ELA:** Provides grade-appropriate connection(s) to the Idaho Content Standards in Mathematics and/or English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects. | 0 1 2 N/A |  |

# CATEGORY 2: Instructional Supports (Lessons and Units)

Lessons and units support three-dimensional teaching and learning for ALL students by placing the lesson in a sequence of learning for all three dimensions and providing support for teachers to engage all students.

| **Lessons and units include clear and compelling evidence of the following:** | **Meets Criteria** | **Justification or Comments** |
| --- | --- | --- |
| **Relevance and Authenticity:** Engages students in authentic and meaningful scenarios that reflect the practice of science and engineering as experienced in the real world.* Students experience phenomena or design problems as directly as possible (firsthand or through media representations).
* Includes suggestion for how to connect instruction to the students’ home, neighborhood, community and/or culture as appropriate.
* Provides opportunities for students to connect their explanation of a phenomenon and/or their design solution to a problem—to questions from their own experience.
 | 0 1 2 N/A |  |
| **Student Ideas:** Provides opportunities for students to express, clarify, justify, interpret, and represent their ideas and respond to peer and teacher feedback orally and/or in written form as appropriate.  | 0 1 2 N/A |  |
| **Building Progressions:** Identifies and builds on students’ prior learning in all three dimensions, including providing the following support to teachers: * Explicitly identifying prior student learning expected for all three dimensions.
* Clearly explaining how the prior learning will be built upon.
 | 0 1 2 N/A |  |
| **Scientific Accuracy:** Uses scientifically accurate and grade-appropriate scientific information, phenomena, and representations to support students’ three-dimensional learning.  | 0 1 2 N/A |  |
| **Teacher support for unit coherence:** Supports teachers in facilitating coherent student learning experiences over time by:* Providing strategies for linking student engagement across lessons (e.g. cultivating new student questions at the end of a lesson in a way that leads to future lessons, helping students connect related problems and phenomena across lessons, etc.).
* Providing strategies for ensuring student sense-making and/or problem-solving is linked to learning in all three dimensions.
 | 0 1 2 N/A |  |

# CATEGORY 3: Monitoring Student Progress (Lessons and Units)

Lessons and units support monitoring student progress in all three dimensions as students make sense of phenomena and/or design solutions to problems.

| **Lessons and units include clear and compelling evidence of the following:** | **Meets Criteria** | **Justification or Comments** |
| --- | --- | --- |
| **Monitoring student performances:** Elicits direct, observable evidence of three-dimensional learning; students are using practices with core ideas and crosscutting concepts to make sense of phenomena and/or to design solutions.  | 0 1 2 N/A |  |
| **Formative:** Embeds formative assessment processes throughout that evaluate student learning to inform instruction.  | 0 1 2 N/A |  |
| **Scoring guidance:**  Includes aligned rubrics and scoring guidelines that provide guidance for interpreting student performance along the three dimensions to support teachers in (a) planning instruction and (b) providing ongoing feedback to students.  | 0 1 2 N/A |  |
| **Unbiased tasks/items:** Assesses student proficiency using methods, vocabulary, representations, and examples that are accessible and unbiased for all students.  | 0 1 2 N/A |  |
| **Coherent assessment system**: Includes pre-, formative, summative, and self-assessment measures that assess three-dimensional learning.  | 0 1 2 N/A |  |

# Scoring for Best Practices

| **0 Points****No Alignment** | **1 Point****Partial Alignment** | **2 Points****High Alignment** | **NA****Not Applicable** |
| --- | --- | --- | --- |
| There is no evidence of the teaching practice. | The teaching practice is embedded in some lessons. | Materials regularly embed supports for teachers to implement best practices.  |  |

## Scoring for Alignment to Best Practices

| **Best Practices** | **Meets Criteria** | **Justification or Comments** |
| --- | --- | --- |
| 1. Materials contain clear statements and explanations of science and engineering practices (SEPs), disciplinary core ideas (DCIs), and crosscutting concepts (CCCs).
 | 0 1 2 N/A |  |
| 1. Materials provide questioning and discussion techniques that promote learning through thinking, discussion, and reflection.
 | 0 1 2 N/A |  |
| 1. Digital materials and assessments are easy to edit and revise and access to distribute and/or print.
 | 0 1 2 N/A |  |
| 1. Materials contain teacher-specific instructions and explanations for expanding content knowledge and lesson planning development.
 | 0 1 2 N/A |  |

# Scoring for Multi-Tiered Systems of Support

| **0 Points****No Alignment** | **1 Point****Partial Alignment** | **2 Points****High Alignment** | **NA****Not Applicable** |
| --- | --- | --- | --- |
| There is no evidence of the feature. | The feature is included and partially aligned to Tier II instruction. | The feature is included and fully aligned to Tier II instruction. |  |

## Scoring for Alignment to Idaho Multi-Tiered Systems of Support

| **Multi-tiered Instruction** | **Meets Criteria** | **Justification or Comments** |
| --- | --- | --- |
| 1. **Interventions:** Materials provide interventions aligned to core instruction. Interventions are more frequent and varied to support acquisition of identified skills.
 | 0 1 2 N/A |  |
| 1. **Differentiated Instruction:** Provides guidance for teachers to support differentiated instruction by including:
* Materials provide a variety of resources and strategies for small group instruction that can be used for differentiation in the general education classroom.
* Supportive ways to access instruction, including appropriate linguistic, visual, and kinesthetic engagement opportunities that are essential for effective science and engineering learning and particularly beneficial for multilingual learners and students with disabilities.
* Extra support (e.g. phenomena, representations, tasks) for students who are struggling to meet the targeted expectations.
* Extensions for students with high interest or who have already met the performance expectations to develop deeper understanding of the practices, disciplinary core ideas, and crosscutting concepts.
 | 0 1 2 N/A |  |
| 1. **Scaffolded differentiation over time:** Provides supports to help students engage in the practices as needed and gradually adjusts supports over time so that students are increasingly responsible for making sense of phenomena and/or designing solutions to problems.
 | 0 1 2 N/A |  |
| 1. **Opportunity to learn:** Provides multiple opportunities for students to demonstrate performance of practices connected with their understanding of disciplinary core ideas and crosscutting concepts and to receive feedback.
 | 0 1 2 N/A |  |

# Scoring for Additional Indicators of Quality Materials

| **0 Points****No Alignment** | **1 Point****Partial Alignment** | **2 Points****High Alignment** | **NA****Not Applicable** |
| --- | --- | --- | --- |
| There is no evidence of scaffolding, differentiation elements, or engaging tools.  | There is some evidence of scaffolding, differentiation elements, or engaging tools. | Materials include scaffolding and differentiation elements as well as engaging tools. |  |

## Scoring for Alignment to Additional Indicators of Quality Materials

| Indicators of Quality Materials | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. Materials provide examples of scaffolding and guided practice.
 | 0 1 2 N/A |  |
| 1. Materials include supports for differentiation, pacing, remediation and extension activities, and alternative teaching approaches.
 | 0 1 2 N/A |  |
| 1. Materials provide instructional strategies to accommodate the learning differences of all students.
 | 0 1 2 N/A |  |
| 1. Materials are relevant and interesting for grade level with authentic contexts and tools that allow students to make connections.
 | 0 1 2 N/A |  |
| 1. Materials integrate technology and interactive tools, visuals, videos, or dynamic software to engage students.
 | 0 1 2 N/A |  |
| 1. Materials are available in language(s) other than English.
 | Yes N/A |  |

For Questions Contact

Content & Curriculum – Curricular Materials

Idaho Department of Education

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