Instructional Materials Evaluation Tool for Alignment in Science Grades K – 12 (IMET)

FULL CURRICULUM
Instructional Materials

Strong science instruction requires that students:

- Apply content knowledge to explain real world phenomena and to design solutions,
- Investigate, evaluate, and reason scientifically, and
- Connect ideas across disciplines.

Title: **Studies Weekly Explore Science** Grade/Course: **K**

Publisher: **Studies Weekly Inc.** Copyright: **2022**

Overall Rating: **Tier 3, Not representing quality**

Tier 1, Tier 2, Tier 3 Elements of this review:

STRONG	WEAK
	1. Three-dimensional Learning (Non-negotiable)
	2. Phenomenon-Based Instruction (Non-negotiable)

To evaluate instructional materials for alignment with the standards and determine tiered rating, begin with **Section I: Non-negotiable Criteria**.

- Review the **required**[1] Indicators of Superior Quality for each **Non-negotiable** criterion.
- If there is a "Yes" for all **required** Indicators of Superior Quality, materials receive a "Yes" for that **Non-negotiable** criterion.
- If there is a "No" for any of the **required** Indicators of Superior Quality, materials receive a "No" for that **Non-negotiable** criterion.
- Materials must meet **Non-negotiable** Criteria 1 and 2 for the review to continue to **Non-negotiable** Criteria 3 and 4. Materials must meet all of the **Non-negotiable** Criteria 1-4 in order for the review to continue to Section II.
- If materials receive a "No" for any **Non-negotiable** criterion, a rating of Tier 3 is assigned, and the review does not continue.

If all Non-negotiable Criteria are met, then continue to **Section II: Additional Criteria of Superior Quality.**

- Review the **required** Indicators of Superior Quality for each criterion.
- If there is a "Yes" for all **required** Indicators of Superior Quality, then the materials receive a "Yes" for the additional criteria.
- If there is a "No" for any **required** Indicator of Superior Quality, then the materials receive a "No" for the additional criteria.

Tier 1 ratings receive a "Yes" for all Non-negotiable Criteria and a "Yes" for each of the Additional Criteria of Superior Quality.
Tier 2 ratings receive a "Yes" for all Non-negotiable Criteria, but at least one "No" for the Additional Criteria of Superior Quality.
Tier 3 ratings receive a "No" for at least one of the Non-negotiable Criteria.

[1] **Required Indicators of Superior Quality** are labeled "**Required**" and shaded yellow. Remaining indicators that are shaded white are included to provide additional information to aid in material selection and do not affect tiered rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
SECTION I: NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY **Materials must meet Non-negotiable Criteria 1 and 2 for the review to continue to Non-negotiable Criteria 3 and 4. Materials must meet all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section II.**			
Non-negotiable **1. THREE-DIMENSIONAL LEARNING:** Students have multiple opportunities throughout each unit to develop an understanding and demonstrate application of the three dimensions. ☐ Yes ☒ No	**Required** **1a)** Materials are designed so that students develop scientific content knowledge and scientific skills through **interacting with the three dimensions** of the science standards. The majority of the materials **engage students** in integrating the science and engineering practices (SEP), crosscutting concepts (CCC), and disciplinary core ideas (DCI) to support deeper learning.	**No**	Materials are not designed so that students develop scientific content knowledge and scientific skills through interacting with the three dimensions of the science standards. The majority of materials do not integrate the Science and Engineering Practices (SEP), Crosscutting Concepts (CCC), and Disciplinary Core Ideas (DCI) to support deeper learning. Unit 1 includes eight weeks of instruction that focus on either SEP or CCCs in isolation and do not meaningfully integrate all three dimensions. For example, in Week 3, students read through eight articles describing the steps of the engineering-design process before they answer a series of questions about the steps of the engineering-design process and complete activities with related vocabulary. The materials do not provide students with the opportunity to engage with all three dimensions simultaneously in this unit. In Unit 2, Force and Motion, Activity 2, the Teacher Edition notes the integration of Planning and Carrying Out Investigations (SEP) and Cause and Effect (CCC); however, the integration of the dimensions is not evident. During the activity, students discuss vocabulary using word-wall cards

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			and categorize images as pushes and pulls (DCI, PS2.a) using the letters *X* and *O* to label each image in the Student Editions. Students then count and record the number of pushes and pulls, and the teacher revisits the anchor phenomenon and asks students, "How did this help make sense of our phenomenon?" The teacher also asks students to share evidence about the different strengths of pushes and pulls, yet this concept is not addressed within the activity. In Unit 5, Environmental Change, Activity 3, the Teacher Edition states that students Engage in an Argument from Evidence (SEP) to identify the parts of plants that work together in different ways (CCC, Systems and System Models) in order to support the argument that plants change the environment to meet their needs (DCI, ESS2.E). Students begin Activity 3 by reviewing prepositions as they act out each prompt, such as under, on, and around. Students then observe the images in the Poster Pal, Plant Power, such as tree roots breaking up bricks or concrete and flowers and leaves poking out of a hole in the ground. The materials prompt students to identify how the plant is moving or how it is changing the environment, directing students to focus on identifying the prepositions associated with the location of the plants in each image. Students spend time identifying a part of speech in the activity instead of

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			developing scientific knowledge and interacting with the three dimensions to explain how the parts of the plant work together to change the environment and ensure survival.
Non-negotiable **2. PHENOMENON-BASED INSTRUCTION:** Explaining phenomenon and designing solutions drive student learning. ☐ Yes ☒ No	**Required** **2a) Observing and explaining phenomena** and designing solutions provide the purpose and opportunity for students to engage in a coherent sequence of learning a majority of the time. Phenomena provide students with authentic opportunities to ask questions and define problems, as well as purpose to incrementally build understanding through the lessons that follow.	**No**	Observing and explaining phenomena and designing solutions do not provide the purpose and opportunity for students to engage in learning a majority of the time. While the phenomena relates to content within the unit, they do not often involve authentic, complex situations that spark students' curiosity and encourage them to engage in sensemaking. The materials most often present the phenomena in the form of a video accompanied by a Poster Pal or Phenomenon Story, incorporating the phenomena as more of an introduction to the unit rather than a puzzling event that requires exploration. Additionally, disconnected English Language Arts lessons interrupt the coherence of student sensemaking around the phenomena. For example, in Unit 2, Forces and Motions, students watch a video and observe a teacher pushing a boy in a swing. The video's narrator states, "As you watch the video, think about what makes the swing move, what makes the swing move back and forth." The video clearly shows that the swing is moving due to the teacher pushing the boy, negating the need for students to ask the questions that drive learning across the unit. In Unit 4, Plant and Animal Survival, students

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			observe two girls in a pet store who notice that all the animals are eating and that they all have water. The materials state that these details spark the question, "What patterns can be observed about what plants and animals need to survive?" However, animals needing water is not a complex or puzzling phenomena; therefore, the activity does not provide opportunities for students to develop deep, driving questions to explore in relation to the standards.
	Required **2b)** Materials are designed to provide sufficient opportunities for students to **design and engage in investigations at a level appropriate to their grade band** to explain phenomena. This includes testing theories or models, generating data, and using reasoning and scientific ideas to provide evidence to support claims.	**No**	Materials are not designed to provide sufficient opportunities for students to design and engage in investigations at a level appropriate to their grade band to explain phenomena. As evidenced in Indicator 2a, observing and explaining phenomena and designing solutions do not provide the purpose and opportunity for students to engage in learning a majority of the time.
	2c) Materials provide frequent opportunities for students to **make meaningful connections** to their own knowledge and experiences as well as those of their community during sense-making about the phenomena.	**No**	Materials do not provide frequent opportunities for students to make meaningful connections to their own knowledge and experiences as well as those of their community during sensemaking about the phenomena. As evidenced in Indicator 2a, observing and explaining phenomena and designing solutions do not provide the purpose and opportunity for students to engage in learning a majority of the time.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Non-negotiable (only reviewed if Criteria 1 and 2 are met) **3. ALIGNMENT & ACCURACY:** Materials adequately address the Louisiana Student Standards for Science. ☐ Yes ☐ No	**Required** **3a)** The majority of the Louisiana Student Standards for Science are incorporated, to the full **depth of the standards**.	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.
	Required **3b)** The total amount of content is **viable** for a school year.	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.
	Required **3c)** Science content is **accurate**, reflecting the most current and widely accepted explanations.	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.
	3d) In any one grade or course, instructional materials spend **minimal time on content outside** of the course, grade, or grade-band.	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.
Non-negotiable (only reviewed if Criteria 1 and 2 are met) **4. DISCIPLINARY LITERACY:** Materials have students engage with authentic sources and incorporate speaking, reading, and writing to develop scientific literacy. ☐ Yes ☐ No	**Required *Indicator for grades 4-12 only** **4a)** Students regularly engage with **authentic sources** that represent the language and style that is used and produced by scientists; e.g., journal excerpts, authentic data, photographs, sections of lab reports, and media releases of current science research. Frequency of engagement with authentic sources should increase in higher grade levels and courses.	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.
	Required **4b)** Students regularly engage in **speaking and writing** about scientific phenomena and engineering solutions using authentic science sources; e.g., authentic data, models, lab investigations, or journal excerpts. Materials address the necessity of using **scientific evidence** to support scientific ideas.	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.

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	Required **4c)** There is **variability** in the tasks that students are required to execute. For example, students are asked to produce solutions to problems, models of phenomena, explanations of theory development, and conclusions from investigations.	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.
	Required **4d)** Materials provide a coherent sequence of learning experiences that **build scientific vocabulary** and knowledge over the course of study. Vocabulary is addressed as needed in the materials but not taught in isolation of deeper scientific learning.	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.
Section II: Additional Criteria of Superior Quality			
5. LEARNING PROGRESSIONS: The materials adequately address Appendix A: Learning Progressions. They are coherent and provide natural connections to other performance expectations including science and engineering practices, crosscutting concepts, and disciplinary core ideas; the content complements the Louisiana Student Standards for Math. ☐ Yes ☐ No	**Required** **5a)** The overall organization of the materials and the development of disciplinary core ideas, science and engineering practices, and crosscutting concepts are coherent within and across units. The **progression of learning** is coordinated over time, clear, and organized to prevent student misunderstanding and supports student mastery of the performance expectations.	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.
	5b) Students apply mathematical thinking when applicable. They are not introduced to math skills that are beyond the applicable grade's expectations in the Louisiana Student Standards for Mathematics. Preferably, **math connections** are made explicit through clear references to the math standards, specifically in teacher materials.	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.
6. SCAFFOLDING AND SUPPORT: Materials provide teachers with guidance to build their own knowledge and to give all students extensive opportunities and	**Required** **6a)** There are separate **teacher support** materials including: scientific background knowledge, support in three-dimensional learning, learning progressions, common student misconceptions and suggestions to	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
support to explore key concepts using multiple, varied experiences to build scientific thinking. ☐ Yes ☐ No	address them, guidance targeting speaking and writing in the science classroom (e.g. conversation guides, sample scripts, rubrics, exemplar student responses). Support also includes teacher guidance in the materials' **approach to phenomenon based instruction** and provides explicit guidance on how the materials address, build, and **integrate the three dimensions**.		
	Required **6b)** Teacher support materials include guidance to ensure that students experience phenomena, design solutions, and apply scientific knowledge and skills in such a way that is **developmentally appropriate**.	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.
	Required **6c)** Support for **English Learners and diverse learners** is provided. Appropriate suggestions and materials are provided for **supporting varying student needs** at the unit and lesson level. The language in which questions and problems are posed is not an obstacle to understanding the content, and if it is, additional supports are included (e.g., alternative teacher approaches, pacing and instructional delivery options, strategies or suggestions for supporting access to text and/or content, suggestions for modifications, suggestions for vocabulary acquisition , etc.).	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.
7. USABILITY: Materials are easily accessible, promote safety in the science classroom, and are viable for implementation given the length of a school year. ☐ Yes ☐ No	**Required** **7a)** Text sets (when applicable), laboratory, and other scientific materials are **readily accessible** through vendor packaging.	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.
	Required **7b)** Materials help students build an understanding of standard operating procedures in a science laboratory and include **safety** guidelines, procedures, and equipment. Science classroom and laboratory safety guidelines are embedded in the curriculum.	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
8. ASSESSMENT: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed standards. ☐ Yes ☐ No	**Required** **8a) Multiple types** of formative and summative assessments (performance-based tasks, questions, research, investigations, and projects) are embedded into content materials and assess the learning targets.	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.
	Required **8b)** Assessment items and tasks are structured on integration of the **three dimensions** and include opportunities to engage students in applying understanding to new contexts.	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.
	8c) Scoring guidelines and rubrics **align** to performance expectations, and incorporate criteria that are specific, observable, and measurable.	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.

FINAL EVALUATION

Tier 1 ratings receive a "Yes" for all Non-negotiable Criteria and a "Yes" for each of the Additional Criteria of Superior Quality.
Tier 2 ratings receive a "Yes" for all Non-negotiable Criteria, but at least one "No" for the Additional Criteria of Superior Quality.
Tier 3 ratings receive a "No" for at least one of the Non-negotiable Criteria.

Compile the results for Sections I and II to make a final decision for the material under review.

Section	Criteria	Yes/No	Final Justification/Comments
I: Non-negotiable Criteria of Superior Quality[2]	1. Three-dimensional Learning	No	Materials are not designed so that students develop scientific content knowledge and scientific skills through interacting with the three dimensions of the science standards. The majority of materials do not integrate the Science and Engineering Practices (SEP), Crosscutting Concepts (CCC), and Disciplinary Core Ideas (DCI) to support deeper learning.
	2. Phenomenon-Based Instruction	No	Observing and explaining phenomena and designing solutions do not provide the purpose and opportunity for students to

[2] Must score a "Yes" for all Non-negotiable Criteria to receive a Tier 1 or Tier 2 rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			engage in learning a majority of the time. Materials do not provide sufficient opportunities for students to design and engage in investigations at a level appropriate to their grade band to explain phenomena. Students do not have the opportunity to make meaningful connections to their own knowledge and experiences as well as those of their community during sensemaking about the phenomena.
	3. Alignment & Accuracy	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.
	4. Disciplinary Literacy	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.
II: Additional Criteria of Superior Quality[3]	5. Learning Progressions	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.
	6. Scaffolding and Support	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.
	7. Usability	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.
	8. Assessment	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.
FINAL DECISION FOR THIS MATERIAL: **Tier 3, Not representing quality**			

[3] Must score a "Yes" for all Additional Criteria of Superior Quality to receive a Tier 1 rating.

Instructional materials are one of the most important tools educators use in the classroom to enhance student learning. It is critical that they fully align to state standards—what students are expected to learn and be able to do at the end of each grade level or course—and are high quality if they are to provide meaningful instructional support.

The Louisiana Department of Education is committed to ensuring that every student has access to high-quality instructional materials. In Louisiana all districts are able to purchase instructional materials that are best for their local communities since those closest to students are best positioned to decide which instructional materials are appropriate for their district and classrooms. To support local school districts in making their own local, high-quality decisions, the Louisiana Department of Education leads online reviews of instructional materials.

Instructional materials are reviewed by a committee of Louisiana educators. Teacher Leader Advisors (TLAs) are a group of exceptional educators from across Louisiana who play an influential role in raising expectations for students and supporting the success of teachers. Teacher Leader Advisors use their robust knowledge of teaching and learning to review instructional materials.

The 2022-2023 Teacher Leader Advisors are selected from across the state and represent the following parishes and school systems: A.E. Phillips, Ascension, Belle Chasse Academy, Bienville, Caddo, Calcasieu, Catholic Diocese of Baton Rouge -REACH Department, East Baton Rouge, Hynes Charter School Corporation, Iberia, Iberville, Jefferson, KIPP New Orleans, Lafayette, Lafourche, Lincoln, Louisiana Virtual Charter Academy, LSU Laboratory School, Orleans, Monroe City Schools, Morehouse, Orleans, Ouachita, Plaquemines, Rapides, Richland, St. Landry, St. Martin, St. Mary, St. Tammany, Tangipahoa, University View Academy, Vermillion, Webster, West Feliciana, and Zachary Community Schools. This review represents the work of current classroom teachers with experience in grades K-6.

Appendix I.

Publisher Response

Strong science instruction requires that students:

- Apply content knowledge to explain real world phenomena and to design solutions,
- Investigate, evaluate, and reason scientifically, and
- Connect ideas across disciplines.

Title: **Studies Weekly Explore Science** Grade/Course: **K**

Publisher: **Studies Weekly Inc.** Copyright: **2022**

Overall Rating: **Tier 3, Not representing quality**

Tier 1, Tier 2, Tier 3 Elements of this review:

STRONG	WEAK
	1. Three-dimensional Learning (Non-negotiable)
	2. Phenomenon-Based Instruction (Non-negotiable)

To evaluate instructional materials for alignment with the standards and determine tiered rating, begin with **Section I: Non-negotiable Criteria**.

- Review the **required**[1] Indicators of Superior Quality for each **Non-negotiable** criterion.
- If there is a "Yes" for all **required** Indicators of Superior Quality, materials receive a "Yes" for that **Non-negotiable** criterion.
- If there is a "No" for any of the **required** Indicators of Superior Quality, materials receive a "No" for that **Non-negotiable** criterion.
- Materials must meet **Non-negotiable** Criteria 1 and 2 for the review to continue to **Non-negotiable** Criteria 3 and 4. Materials must meet all of the **Non-negotiable** Criteria 1-4 in order for the review to continue to Section II.
- If materials receive a "No" for any **Non-negotiable** criterion, a rating of Tier 3 is assigned, and the review does not continue.

If all Non-negotiable Criteria are met, then continue to **Section II: Additional Criteria of Superior Quality.**

- Review the **required** Indicators of Superior Quality for each criterion.
- If there is a "Yes" for all **required** Indicators of Superior Quality, then the materials receive a "Yes" for the additional criteria.
- If there is a "No" for any **required** Indicator of Superior Quality, then the materials receive a "No" for the additional criteria.

Tier 1 ratings receive a "Yes" for all Non-negotiable Criteria and a "Yes" for each of the Additional Criteria of Superior Quality.
Tier 2 ratings receive a "Yes" for all Non-negotiable Criteria, but at least one "No" for the Additional Criteria of Superior Quality.
Tier 3 ratings receive a "No" for at least one of the Non-negotiable Criteria.

[1] **Required Indicators of Superior Quality** are labeled "**Required**" and shaded yellow. Remaining indicators that are shaded white are included to provide additional information to aid in material selection and do not affect tiered rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
SECTION I: NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY **Materials must meet Non-negotiable Criteria 1 and 2 for the review to continue to Non-negotiable Criteria 3 and 4. Materials must meet all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section II.**				
Non-negotiable **1. THREE-DIMENSIONAL LEARNING:** Students have multiple opportunities throughout each unit to develop an understanding and demonstrate application of the three dimensions. ☐ Yes ☒ No	**Required** **1a)** Materials are designed so that students develop scientific content knowledge and scientific skills through **interacting with the three dimensions** of the science standards. The majority of the materials **engage students** in integrating the science and engineering practices (SEP), crosscutting concepts (CCC), and disciplinary core ideas (DCI) to support deeper learning.	**No**	Materials are not designed so that students develop scientific content knowledge and scientific skills through interacting with the three dimensions of the science standards. The majority of materials do not integrate the Science and Engineering Practices (SEP), Crosscutting Concepts (CCC), and Disciplinary Core Ideas (DCI) to support deeper learning. Unit 1 includes eight weeks of instruction that focus on either SEP or CCCs in isolation and do not meaningfully integrate all three dimensions. For example, in Week 3, students read through eight articles describing the steps of the engineering-design process before they answer a series of questions about the steps of the engineering-design process and complete activities with related vocabulary. The materials do not provide students with the opportunity to engage with all three dimensions simultaneously in this unit. In Unit 2, Force and Motion, Activity 2, the Teacher Edition notes the integration of Planning and Carrying Out Investigations (SEP) and Cause and Effect (CCC); however, the integration of the dimensions is not evident. During the activity, students discuss vocabulary using word-wall cards	For Studies Weekly Explore Science curricula, Unit 1 is reserved for lessons that introduce the concepts of science and engineering practices, and crosscutting concepts. Therefore, the lessons themselves are only partially three-dimensional. Studies Weekly would not submit Unit 1 as an example of three-dimensional learning. Research in related areas has shown the benefit of introducing concepts like this before students experience three-dimensional learning in the lessons that follow.

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			and categorize images as pushes and pulls (DCI, PS2.a) using the letters *X* and *O* to label each image in the Student Editions. Students then count and record the number of pushes and pulls, and the teacher revisits the anchor phenomenon and asks students, "How did this help make sense of our phenomenon?" The teacher also asks students to share evidence about the different strengths of pushes and pulls, yet this concept is not addressed within the activity. In Unit 5, Environmental Change, Activity 3, the Teacher Edition states that students Engage in an Argument from Evidence (SEP) to identify the parts of plants that work together in different ways (CCC, Systems and System Models) in order to support the argument that plants change the environment to meet their needs (DCI, ESS2.E). Students begin Activity 3 by reviewing prepositions as they act out each prompt, such as under, on, and around. Students then observe the images in the Poster Pal, Plant Power, such as tree roots breaking up bricks or concrete and flowers and leaves poking out of a hole in the ground. The materials prompt students to identify how the plant is moving or how it is changing the environment, directing students to focus on identifying the prepositions associated with the location of the plants in each image. Students spend time identifying a part of speech in the activity instead of	

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			developing scientific knowledge and interacting with the three dimensions to explain how the parts of the plant work together to change the environment and ensure survival.	
Non-negotiable **2. PHENOMENON-BASED INSTRUCTION:** Explaining phenomenon and designing solutions drive student learning. ☒ Yes ☒ No	**Required** **2a) Observing and explaining phenomena** and designing solutions provide the purpose and opportunity for students to engage in a coherent sequence of learning a majority of the time. Phenomena provide students with authentic opportunities to ask questions and define problems, as well as purpose to incrementally build understanding through the lessons that follow.	**No**	Observing and explaining phenomena and designing solutions do not provide the purpose and opportunity for students to engage in learning a majority of the time. While the phenomena relates to content within the unit, they do not often involve authentic, complex situations that spark students' curiosity and encourage them to engage in sensemaking. The materials most often present the phenomena in the form of a video accompanied by a Poster Pal or Phenomenon Story, incorporating the phenomena as more of an introduction to the unit rather than a puzzling event that requires exploration. Additionally, disconnected English Language Arts lessons interrupt the coherence of student sensemaking around the phenomena. For example, in Unit 2, Forces and Motions, students watch a video and observe a teacher pushing a boy in a swing. The video's narrator states, "As you watch the video, think about what makes the swing move, what makes the swing move back and forth." The video clearly shows that the swing is moving due to the teacher pushing the boy, negating the need for students to ask the questions that drive learning across the unit. In Unit 4, Plant and Animal Survival, students	Studies Weekly has chosen to revise Kindergarten and resubmit at a future date.

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			observe two girls in a pet store who notice that all the animals are eating and that they all have water. The materials state that these details spark the question, "What patterns can be observed about what plants and animals need to survive?" However, animals needing water is not a complex or puzzling phenomena; therefore, the activity does not provide opportunities for students to develop deep, driving questions to explore in relation to the standards.	
	Required **2b)** Materials are designed to provide sufficient opportunities for students to **design and engage in investigations at a level appropriate to their grade band** to explain phenomena. This includes testing theories or models, generating data, and using reasoning and scientific ideas to provide evidence to support claims.	**No**	Materials are not designed to provide sufficient opportunities for students to design and engage in investigations at a level appropriate to their grade band to explain phenomena. As evidenced in Indicator 2a, observing and explaining phenomena and designing solutions do not provide the purpose and opportunity for students to engage in learning a majority of the time.	Studies Weekly has chosen to revise Kindergarten and resubmit at a future date.
	2c) Materials provide frequent opportunities for students to **make meaningful connections** to their own knowledge and experiences as well as those of their community during sense-making about the phenomena.	**No**	Materials do not provide frequent opportunities for students to make meaningful connections to their own knowledge and experiences as well as those of their community during sensemaking about the phenomena. As evidenced in Indicator 2a, observing and explaining phenomena and designing solutions do not provide the purpose and opportunity for students to engage in learning a majority of the time.	Studies Weekly has chosen to revise Kindergarten and resubmit at a future date.

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Non-negotiable (only reviewed if Criteria 1 and 2 are met) **3. ALIGNMENT & ACCURACY:** Materials adequately address the Louisiana Student Standards for Science. ☐ Yes ☐ No	**Required** **3a)** The majority of the Louisiana Student Standards for Science are incorporated, to the full **depth of the standards**.	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	Required **3b)** The total amount of content is **viable** for a school year.	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	Required **3c)** Science content is **accurate**, reflecting the most current and widely accepted explanations.	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	3d) In any one grade or course, instructional materials spend **minimal time on content outside** of the course, grade, or grade-band.	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.	
Non-negotiable (only reviewed if Criteria 1 and 2 are met) **4. DISCIPLINARY LITERACY:** Materials have students engage with authentic sources and incorporate speaking, reading, and writing to develop scientific literacy. ☐ Yes ☐ No	**Required *Indicator for grades 4-12 only** **4a)** Students regularly engage with **authentic sources** that represent the language and style that is used and produced by scientists; e.g., journal excerpts, authentic data, photographs, sections of lab reports, and media releases of current science research. Frequency of engagement with authentic sources should increase in higher grade levels and courses.	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	Required **4b)** Students regularly engage in **speaking and writing** about scientific phenomena and engineering solutions using authentic science sources; e.g., authentic data, models, lab investigations, or journal excerpts. Materials address the necessity of using **scientific evidence** to support scientific ideas.	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
	Required **4c)** There is **variability** in the tasks that students are required to execute. For example, students are asked to produce solutions to problems, models of phenomena, explanations of theory development, and conclusions from investigations.	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	Required **4d)** Materials provide a coherent sequence of learning experiences that **build scientific vocabulary** and knowledge over the course of study. Vocabulary is addressed as needed in the materials but not taught in isolation of deeper scientific learning.	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.	
Section II: Additional Criteria of Superior Quality				
5. LEARNING PROGRESSIONS: The materials adequately address Appendix A: Learning Progressions. They are coherent and provide natural connections to other performance expectations including science and engineering practices, crosscutting concepts, and disciplinary core ideas; the content complements the Louisiana Student Standards for Math. ☐ Yes ☐ No	**Required** **5a)** The overall organization of the materials and the development of disciplinary core ideas, science and engineering practices, and crosscutting concepts are coherent within and across units. The **progression of learning** is coordinated over time, clear, and organized to prevent student misunderstanding and supports student mastery of the performance expectations.	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	5b) Students apply mathematical thinking when applicable. They are not introduced to math skills that are beyond the applicable grade's expectations in the Louisiana Student Standards for Mathematics. Preferably, **math connections** are made explicit through clear references to the math standards, specifically in teacher materials.	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.	
6. SCAFFOLDING AND SUPPORT: Materials provide teachers with guidance to build their own knowledge and to give all students extensive opportunities and	**Required** **6a)** There are separate **teacher support** materials including: scientific background knowledge, support in three-dimensional learning, learning progressions, common student misconceptions and suggestions to	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
support to explore key concepts using multiple, varied experiences to build scientific thinking. ☐ Yes ☐ No	address them, guidance targeting speaking and writing in the science classroom (e.g. conversation guides, sample scripts, rubrics, exemplar student responses). Support also includes teacher guidance in the materials' **approach to phenomenon based instruction** and provides explicit guidance on how the materials address, build, and **integrate the three dimensions**.			
	Required **6b)** Teacher support materials include guidance to ensure that students experience phenomena, design solutions, and apply scientific knowledge and skills in such a way that is **developmentally appropriate**.	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	Required **6c)** Support for **English Learners and diverse learners** is provided. Appropriate suggestions and materials are provided for **supporting varying student needs** at the unit and lesson level. The language in which questions and problems are posed is not an obstacle to understanding the content, and if it is, additional supports are included (e.g., alternative teacher approaches, pacing and instructional delivery options, strategies or suggestions for supporting access to text and/or content, suggestions for modifications, suggestions for vocabulary acquisition , etc.).	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.	
7. USABILITY: Materials are easily accessible, promote safety in the science classroom, and are viable for implementation given the length of a school year. ☐ Yes ☐ No	**Required** **7a)** Text sets (when applicable), laboratory, and other scientific materials are **readily accessible** through vendor packaging.	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	Required **7b)** Materials help students build an understanding of standard operating procedures in a science laboratory and include **safety** guidelines, procedures, and equipment. Science classroom and laboratory safety guidelines are embedded in the curriculum.	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
8. ASSESSMENT: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed standards. ☐ Yes ☐ No	**Required** **8a) Multiple types** of formative and summative assessments (performance-based tasks, questions, research, investigations, and projects) are embedded into content materials and assess the learning targets.	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	Required **8b)** Assessment items and tasks are structured on integration of the **three dimensions** and include opportunities to engage students in applying understanding to new contexts.	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	8c) Scoring guidelines and rubrics **align** to performance expectations, and incorporate criteria that are specific, observable, and measurable.	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.	
FINAL EVALUATION ***Tier 1 ratings*** receive a "Yes" for all Non-negotiable Criteria and a "Yes" for each of the Additional Criteria of Superior Quality. ***Tier 2 ratings*** receive a "Yes" for all Non-negotiable Criteria, but at least one "No" for the Additional Criteria of Superior Quality. ***Tier 3 ratings*** receive a "No" for at least one of the Non-negotiable Criteria.				
Compile the results for Sections I and II to make a final decision for the material under review.				
Section	**Criteria**	**Yes/No**	**Final Justification/Comments**	
I: Non-negotiable Criteria of Superior Quality[2]	1. Three-dimensional Learning	No	Materials are not designed so that students develop scientific content knowledge and scientific skills through interacting with the three dimensions of the science standards. The majority of materials do not integrate the Science and Engineering Practices (SEP), Crosscutting Concepts (CCC), and Disciplinary Core Ideas (DCI) to support deeper learning.	Studies Weekly has chosen to revise Kindergarten and resubmit at a future date.
	2. Phenomenon-Based Instruction	No	Observing and explaining phenomena and designing solutions do not provide the purpose and opportunity for students to	Click or tap here to enter text.

[2] Must score a "Yes" for all Non-negotiable Criteria to receive a Tier 1 or Tier 2 rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
			engage in learning a majority of the time. Materials do not provide sufficient opportunities for students to design and engage in investigations at a level appropriate to their grade band to explain phenomena. Students do not have the opportunity to make meaningful connections to their own knowledge and experiences as well as those of their community during sensemaking about the phenomena.	
	3. Alignment & Accuracy	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	4. Disciplinary Literacy	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.	
II: Additional Criteria of Superior Quality[3]	5. Learning Progressions	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	6. Scaffolding and Support	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	7. Usability	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	8. Assessment	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.	
FINAL DECISION FOR THIS MATERIAL: **Tier 3, Not representing quality**				

[3] Must score a "Yes" for all Additional Criteria of Superior Quality to receive a Tier 1 rating.

Appendix II.

Public Comments

There were no public comments submitted.