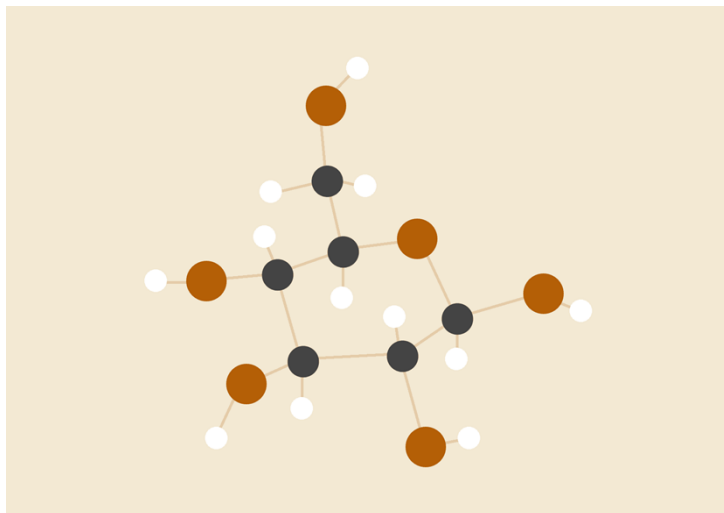


High School SCIENCE Adoption Rubrics

Compiled Rubrics for High School (9-12)



Dr. Claire Hodgin

02-26-2024

9th-12th GRADE SCIENCE

FORMAT

This report breaks down the rubrics submitted by teachers sectioned out by vendor and by TRR Rubric Categories. Committee participants agreed to review at least 3 of their top-rated vendors, and based on submitted rubrics, five vendors were eliminated because they received zero or only 1 rubric each.

The Texas Resource Review (TRR) Rubric was used with some modifications to rate 9 Sections of the rubric. In the Table of Contents each vendor is a link to their full report, and for each Section there is a link to a graph for all vendors.

COMMITTEE MEMBERS

The following MISD staff volunteered their time to learn the new Science TEKS, attend vendor presentations and committee meetings, carefully review the resources, and complete rubrics, all outside of their work hours. Their hard work and dedication is greatly appreciated.

HIGH SCHOOL COMMITTEE

Justus Alvarez	MNTMS Pre-AP Biology Teacher (also reviewed Biology)
Robert Amploquio	MHS Pre-AP Biology and Biology Teacher
Bonnie Sue Benson	MSHS Biology and Environmental Science Teacher
Maria Aurora Calixto	MSHS Physics Teacher
Djeanne Cocjin	MEA Science Teacher (Department Chair)
Lovely Cuerda	MHS Biology Teacher
Dr. Claire Hodgin	K-12 Science Coordinator
Majunnarey Licanda	MHS IPC and Chemistry Teacher (Department Chair)
Careen Ellington	MHS Chemistry and Biology Teacher
Sheila Marie Peligrin	MHS Chemistry Teacher
Gloria Rodriguez	MSHS Chemistry Teacher (Department Chair)
Carmelo Secretaria	MSHS Physics and Earth and Space Teacher
Rommel Sinosa	MHS Biology Teacher
Joyce Anne Tantiongco	MHS Biology Teacher

TABLE OF CONTENTS

VENDORS

McGraw-Hill BIOLOGY

McGraw-Hill IPC, CHEMISTRY, PHYSICS

Savvas BIOLOGY

Savvas CHEMISTRY, PHYSICS

Summit K-12 BIOLOGY

Summit K-12 IPC, CHEMISTRY, PHYSICS

TRR Rubrics Sections

1. STANDARDS ALIGNMENT TO TEKS/ELPS
2. INSTRUCTIONAL ANCHOR
3. KNOWLEDGE COHERENCE
4. PRODUCTIVE STRUGGLE
5. EVIDENCE-BASED REASONING AND COMMUNICATING
6. PROGRESS MONITORING
7. SUPPORTS FOR ALL LEARNERS
8. IMPLEMENTATION SUPPORTS
9. DESIGN FEATURES

McGraw-Hill BIOLOGY (n = 5)

1. TEKS and ELPS - Alignment

Using the table below, how would you rate the TEKS alignment of the resource?	Using the table below, how would you rate the ELPS alignment of the resource?
80%+	80%+
1. TEKS and ELPS -Alignment - Optional Comments	
The TEKS and ELPS are properly and coherently aligned	

2. Instructional Anchor

2.1 Materials are designed to strategically and systematically integrate scientific and engineering practices and course-level content as outlined in the TEKS.	2.2 Materials anchor the learning in phenomena and problems as the key lever for driving learning and student mastery of disciplinary knowledge and skills.
4.0	3.6
2. Instructional Anchor - Optional Comments	
It has good table and illustrations	
Materials for Instruction are practical and simplified	
This HQIM does start things off with phenomena and questioning	

3. Knowledge Coherence

3.1 Materials are designed to build knowledge systematically, coherently, and accurately.	3.2 Materials provide educative components to support teachers' content and knowledge coherence.
5.6	5.2
3.2 Materials provide educative components to support teachers' content and knowledge coherence. - Comments	
The materials are very informative and have teacher support to enhance background knowledge of the lesson	
Using the option of Read Aloud for both the Students and Teacher's e-book, words mispronunciation were noticed which can give misconception to students during instruction time.	

4. Productive Struggle

4.1 Materials provide opportunities for students to engage in productive struggle through sensemaking that involves reading, writing, thinking, and acting as scientists and engineers.

4.0

Productive Struggle - Optional Comments

The "read aloud" option should also be check for proper pronunciation of some words especially for the EB as they are practicing their listening skills in English Communication and Vocabulary

5. Evidence-Based Reasoning and Communicating

5.1 Materials promote students' use of evidence to develop, communicate, and evaluate explanations and solutions.

5.2 Materials provide teacher guidance to support student reasoning and communication skills

3.8

3.8

Evidence-Based Reasoning and Communicating - Optional Comments

Very practical and simplified

There are various lab activities (quick, virtual, full) to help students develop, explain, and refine ideas based on evidence The teacher e-book provides excellent guidance. There are also teacher support documents for some activities/assignments like the interactive word wall and the probes

6. Progress Monitoring

6.1 Materials include a variety of TEKS-aligned and developmentally appropriate assessment tools.

6.2 Materials include guidance that explains how to analyze and respond to data from assessment tools.

6.3 Assessments are clear and easy to understand.

2.0

2.0

2.0

Progress Monitoring - Optional Comments

Very useful

Assessments have

I really like the Learnsmart adaptive tool that allows students to practice learned concepts and also provide a review/remediation when 2 questions in a row are missed.

7. Support for All Learners

7.1 Materials include guidance, scaffolds, supports, and extensions that maximize student learning potential.	7.2 Materials include a variety of research-based instructional methods that appeal to a variety of learning interests and needs.	7.3 Materials include listening, speaking, reading, and writing, supports to assist emergent bilinguals in meeting course-level science content expectations.	7.4 Materials provide guidance on fostering connections between home and school.
2.0	1.8	2.0	1.4
Supports for All Learners - Optional Comments			
supports for learners are commendable			
Instructional support when reading are commended for students with Dyslexia.			
There are many opportunities for differentiation. There are letters provided that can be sent home to inform parents/guardians about what is being learned in the classroom. Each chapter of the teacher e-book provides strategies that can be utilized for EB/EL and even breaks it down for beginner, intermediate and advanced.			

8. Implementation Supports

8.1 Materials include year-long plans with practice and review opportunities that support instruction.	8.2 Materials include classroom implementation support for teachers and administrators.	8.3 Materials provide implementation guidance to meet variability in program design and scheduling.
2.0	2.0	1.8
Implementation Supports - Optional Comments		
Needed more lesson planning writing support for teachers.		
There are some lessons/activities that are marked with check marks to denote that they are recommended to include and then other activities that are available if time permits.		

9. Design Features

9.1 The visual design of materials is clear and easy to understand.	9.2 Materials are intentionally designed to engage and support student learning with the integration of digital technology.	9.3 Digital technology and online components are developmentally and course-appropriate and provide support for learning.
2.0	2.0	2.0
Design Features - Optional Comments		
It has a good layout and easy open tabs		
user friendly		
Commending the design features of the platform, it is easy to navigate both for students and teachers.		
I think this vendor provides a very clean, organized, and seamless platform that is easy to navigate.		

Other Comments
Overall, I think this is an excellent resource for teachers and scholars. I really like the customizable assessments. My favorite thing about this vendor is the "Actively Learn" platform that includes a wide variety of new and/or relevant science articles and interactive assignments. I think this is HUGE for providing additional opportunities for learning and would be an amazing tool for teachers to have to motivate and encourage curiosity and learning.

McGraw-Hill IPC, CHEMISTRY, PHYSICS (n = 5)

1. TEKS and ELPS - Alignment

Using the table below, how would you rate the TEKS alignment of the resource?	Using the table below, how would you rate the ELPS alignment of the resource?
<80%	<80%
1. TEKS and ELPS -Alignment - Optional Comments	
Yes	

2. Instructional Anchor

2.1 Materials are designed to strategically and systematically integrate scientific and engineering practices and course-level content as outlined in the TEKS.	2.2 Materials anchor the learning in phenomena and problems as the key lever for driving learning and student mastery of disciplinary knowledge and skills.
3.0	3.0
2. Instructional Anchor - Optional Comments	
No Comments	

3. Knowledge Coherence

3.1 Materials are designed to build knowledge systematically, coherently, and accurately.	3.2 Materials provide educative components to support teachers' content and knowledge coherence.
4.4	4.4
3.2 Materials provide educative components to support teachers' content and knowledge coherence. - Comments	
No Comments	

4. Productive Struggle

4.1 Materials provide opportunities for students to engage in productive struggle through sensemaking that involves reading, writing, thinking, and acting as scientists and engineers.
3.0
Productive Struggle - Optional Comments
No Comments

5. Evidence-Based Reasoning and Communicating

5.1 Materials promote students' use of evidence to develop, communicate, and evaluate explanations and solutions.	5.2 Materials provide teacher guidance to support student reasoning and communication skills
3.2	3.2
Evidence-Based Reasoning and Communicating - Optional Comments	
No Comments	

6. Progress Monitoring

6.1 Materials include a variety of TEKS-aligned and developmentally appropriate assessment tools.	6.2 Materials include guidance that explains how to analyze and respond to data from assessment tools.	6.3 Assessments are clear and easy to understand.
1.6	1.8	1.8
Progress Monitoring - Optional Comments		
No Comments		

7. Support for All Learners

7.1 Materials include guidance, scaffolds, supports, and extensions that maximize student learning potential.	7.2 Materials include a variety of research-based instructional methods that appeal to a variety of learning interests and needs.	7.3 Materials include listening, speaking, reading, and writing, supports to assist emergent bilinguals in meeting course-level science content expectations.	7.4 Materials provide guidance on fostering connections between home and school.
1.8	1.6	1.8	1.6
Supports for All Learners - Optional Comments			
No Comments			

8. Implementation Supports

8.1 Materials include year-long plans with practice and review opportunities that support instruction.	8.2 Materials include classroom implementation support for teachers and administrators.	8.3 Materials provide implementation guidance to meet variability in program design and scheduling.
1.6	1.6	1.6
Implementation Supports - Optional Comments		
No Comments		

9. Design Features

9.1 The visual design of materials is clear and easy to understand.	9.2 Materials are intentionally designed to engage and support student learning with the integration of digital technology.	9.3 Digital technology and online components are developmentally and course-appropriate and provide support for learning.
1.8	1.8	1.6
Design Features - Optional Comments		
No Comments		

Other Comments
No Comments

Savvas BIOLOGY & ENV. SYSTEMS (n = 5)

1. TEKS and ELPS - Alignment

Using the table below, how would you rate the TEKS alignment of the resource?	Using the table below, how would you rate the ELPS alignment of the resource?
<80%	<80%
1. TEKS and ELPS -Alignment - Optional Comments	
Perfectly and specifically aligned with Texas Standards	

2. Instructional Anchor

2.1 Materials are designed to strategically and systematically integrate scientific and engineering practices and course-level content as outlined in the TEKS.	2.2 Materials anchor the learning in phenomena and problems as the key lever for driving learning and student mastery of disciplinary knowledge and skills.
3.8	3.6
2. Instructional Anchor - Optional Comments	
Each topic has a phenomena to launch the section/unit in a way that gets the kids thinking about what they already know and about questions they have.	

3. Knowledge Coherence

3.1 Materials are designed to build knowledge systematically, coherently, and accurately.	3.2 Materials provide educative components to support teachers' content and knowledge coherence.
5.2	5.2
3.2 Materials provide educative components to support teachers' content and knowledge coherence. - Comments	
There are some areas that is above the level of student's understanding	

4. Productive Struggle

4.1 Materials provide opportunities for students to engage in productive struggle through sensemaking that involves reading, writing, thinking, and acting as scientists and engineers.
3.6
Productive Struggle - Optional Comments

This resource does provide rigor and requires some critical thinking and analysis of topics in the form of discussions, labs, and interactive assignments.

5. Evidence-Based Reasoning and Communicating

5.1 Materials promote students' use of evidence to develop, communicate, and evaluate explanations and solutions.	5.2 Materials provide teacher guidance to support student reasoning and communication skills
3.6	3.4
Evidence-Based Reasoning and Communicating - Optional Comments	
Savvas provides many high-quality lab experiences (virtual and physical) to allow for complex analysis, problem solving, communication, and evaluation by using inquiry-driven exploration. CERs are also available both as assignments and as optional preview/review at the beginning and end of some chapters of the e-book.	

6. Progress Monitoring

6.1 Materials include a variety of TEKS-aligned and developmentally appropriate assessment tools.	6.2 Materials include guidance that explains how to analyze and respond to data from assessment tools.	6.3 Assessments are clear and easy to understand.
2.0	1.8	1.6
Progress Monitoring - Optional Comments		
Assessments are available in the form of a test, performance-based assessment, and the experience handbook (investigation assessment). There are also some quick "On the spot" assessments that can be found throughout the teacher e-book to be used as needed. There are some remediation assignments that are optional to assign to low-scoring students. There are different options to choose from based on what topic(s) the student struggled with.		

7. Support for All Learners

7.1 Materials include guidance, scaffolds, supports, and extensions that maximize student learning potential.	7.2 Materials include a variety of research-based instructional methods that appeal to a variety of learning interests and needs.	7.3 Materials include listening, speaking, reading, and writing, supports to assist emergent bilinguals in meeting course-level science content expectations.	7.4 Materials provide guidance on fostering connections between home and school.
1.8	1.8	1.8	1.6
Supports for All Learners - Optional Comments			
There are many opportunities for differentiation. Some sections of the teacher e-book provide explanation of ways to support struggling students, advanced students, students with different learning styles. There are some lessons called "classroom modification" that suggest alternate ways to implement the lesson/activity to make it either more open-ended or more guided. Each chapter of the teacher e-book also provides ELPS targeted vocabulary support for beginning, intermediate, advanced, and advanced high.			

8. Implementation Supports

8.1 Materials include year-long plans with practice and review opportunities that support instruction.	8.2 Materials include classroom implementation support for teachers and administrators.	8.3 Materials provide implementation guidance to meet variability in program design and scheduling.
1.8	1.8	2.0
Implementation Supports - Optional Comments		
Classroom implementation seems very quick, easy, and efficient. The teacher e-book is an invaluable resource with so many options for differentiation, alternative phenomena, methods to assess, all while following the 5 E's There is a fast-track option available when looking at a unit's sequence that is meant to cover all necessary TEKS when limited time is available. This is a toggle option that can hide all of the supplemental materials if desired.		

9. Design Features

9.1 The visual design of materials is clear and easy to understand.	9.2 Materials are intentionally designed to engage and support student learning with the integration of digital technology.	9.3 Digital technology and online components are developmentally and course-appropriate and provide support for learning.
---	---	---

1.8	1.8	1.8
Design Features - Optional Comments		
The interface of the website is somehow confusing and has lots of tabs to click		
The design of the website and online materials are very nice and organized. The interactive lessons provide a very seamless opportunity to make observations, analyze data, and share thoughts and conclusions.		

Other Comments
I really like Savvas. I have been using and adapting some of the lessons and assignments to my classroom instruction and it has been really great! The teacher e-book is such a great resource for differentiation. I really love the fast-track toggle option to help narrow down what exactly it is that needs to be completed to hit all of the TEKS.

Savvas CHEMISTRY, PHYSICS (n = 6)

1. TEKS and ELPS - Alignment

Using the table below, how would you rate the TEKS alignment of the resource?	Using the table below, how would you rate the ELPS alignment of the resource?
<80%	<80%
1. TEKS and ELPS -Alignment - Optional Comments	
Line up of activities offers HOTS questions.	

2. Instructional Anchor

2.1 Materials are designed to strategically and systematically integrate scientific and engineering practices and course-level content as outlined in the TEKS.	2.2 Materials anchor the learning in phenomena and problems as the key lever for driving learning and student mastery of disciplinary knowledge and skills.
3.5	3.3
2. Instructional Anchor - Optional Comments	
No Comments	

3. Knowledge Coherence

3.1 Materials are designed to build knowledge systematically, coherently, and accurately.	3.2 Materials provide educative components to support teachers' content and knowledge coherence.
5.2	4.7
3.2 Materials provide educative components to support teachers' content and knowledge coherence. - Comments	
No Comments	

4. Productive Struggle

4.1 Materials provide opportunities for students to engage in productive struggle through sensemaking that involves reading, writing, thinking, and acting as scientists and engineers.
3.5
Productive Struggle - Optional Comments
N/A

5. Evidence-Based Reasoning and Communicating

5.1 Materials promote students' use of evidence to develop, communicate, and evaluate explanations and solutions.	5.2 Materials provide teacher guidance to support student reasoning and communication skills
3.3	3.5
Evidence-Based Reasoning and Communicating - Optional Comments	
No Comments	

6. Progress Monitoring

6.1 Materials include a variety of TEKS-aligned and developmentally appropriate assessment tools.	6.2 Materials include guidance that explains how to analyze and respond to data from assessment tools.	6.3 Assessments are clear and easy to understand.
1.7	1.7	1.8
Progress Monitoring - Optional Comments		
No Comments		

7. Support for All Learners

7.1 Materials include guidance, scaffolds, supports, and extensions that maximize student learning potential.	7.2 Materials include a variety of research-based instructional methods that appeal to a variety of learning interests and needs.	7.3 Materials include listening, speaking, reading, and writing, supports to assist emergent bilinguals in meeting course-level science content expectations.	7.4 Materials provide guidance on fostering connections between home and school.
1.5	1.5	1.3	1.3
Supports for All Learners - Optional Comments			

The activities provided offer more opportunity for the students to develop in a holistic way.

8. Implementation Supports

8.1 Materials include year-long plans with practice and review opportunities that support instruction.	8.2 Materials include classroom implementation support for teachers and administrators.	8.3 Materials provide implementation guidance to meet variability in program design and scheduling.
1.7	1.5	1.5
Implementation Supports - Optional Comments		
It definitely helps students to succeed in their work.		

9. Design Features

9.1 The visual design of materials is clear and easy to understand.	9.2 Materials are intentionally designed to engage and support student learning with the integration of digital technology.	9.3 Digital technology and online components are developmentally and course-appropriate and provide support for learning.
1.7	1.5	1.8
Design Features - Optional Comments		
No Comments		

Other Comments

Eye catcher. It draws students' attention.

Summit K-12 BIOLOGY (n = 5)

1. TEKS and ELPS - Alignment

Using the table below, how would you rate the TEKS alignment of the resource?	Using the table below, how would you rate the ELPS alignment of the resource?
50-79%	50-79%
1. TEKS and ELPS -Alignment - Optional Comments	
No Comments	

2. Instructional Anchor

2.1 Materials are designed to strategically and systematically integrate scientific and engineering practices and course-level content as outlined in the TEKS.	2.2 Materials anchor the learning in phenomena and problems as the key lever for driving learning and student mastery of disciplinary knowledge and skills.
2.8	2.8
2. Instructional Anchor - Optional Comments	
No Comments	

3. Knowledge Coherence

3.1 Materials are designed to build knowledge systematically, coherently, and accurately.	3.2 Materials provide educative components to support teachers' content and knowledge coherence.
3.4	3.4

3.2 Materials provide educative components to support teachers' content and knowledge coherence. - Comments

No Comments

4. Productive Struggle

4.1 Materials provide opportunities for students to engage in productive struggle through sensemaking that involves reading, writing, thinking, and acting as scientists and engineers.

3.2

Productive Struggle - Optional Comments

No Comments

5. Evidence-Based Reasoning and Communicating

5.1 Materials promote students' use of evidence to develop, communicate, and evaluate explanations and solutions.

5.2 Materials provide teacher guidance to support student reasoning and communication skills

3.2

3.0

Evidence-Based Reasoning and Communicating - Optional Comments

6. Progress Monitoring

6.1 Materials include a variety of TEKS-aligned and developmentally appropriate assessment tools.

6.2 Materials include guidance that explains how to analyze and respond to data from assessment tools.

6.3 Assessments are clear and easy to understand.

1.6

1.6

1.6

Progress Monitoring - Optional Comments

7. Support for All Learners

7.1 Materials include guidance, scaffolds, supports, and extensions that maximize student learning potential.	7.2 Materials include a variety of research-based instructional methods that appeal to a variety of learning interests and needs.	7.3 Materials include listening, speaking, reading, and writing, supports to assist emergent bilinguals in meeting course-level science content expectations.	7.4 Materials provide guidance on fostering connections between home and school.
1.6	1.4	1.4	1.4
Supports for All Learners - Optional Comments			

8. Implementation Supports

8.1 Materials include year-long plans with practice and review opportunities that support instruction.	8.2 Materials include classroom implementation support for teachers and administrators.	8.3 Materials provide implementation guidance to meet variability in program design and scheduling.
1.4	1.4	1.4
Implementation Supports - Optional Comments		
No Comments		

9. Design Features

9.1 The visual design of materials is clear and easy to understand.	9.2 Materials are intentionally designed to engage and support student learning with the integration of digital technology.	9.3 Digital technology and online components are developmentally and course-appropriate and provide support for learning.
1.4	1.6	1.4
Design Features - Optional Comments		
The design is dull and it is not motivating		

Other Comments

No Comments

Summit K-12 IPC, CHEMISTRY, PHYSICS (n = 6)

1. TEKS and ELPS - Alignment

Using the table below, how would you rate the TEKS alignment of the resource?	Using the table below, how would you rate the ELPS alignment of the resource?
50-79%	50-79%
1. TEKS and ELPS -Alignment - Optional Comments	
It should have been better if TEKS and ELPS are accessible	

2. Instructional Anchor

2.1 Materials are designed to strategically and systematically integrate scientific and engineering practices and course-level content as outlined in the TEKS.	2.2 Materials anchor the learning in phenomena and problems as the key lever for driving learning and student mastery of disciplinary knowledge and skills.
2.7	2.5
2. Instructional Anchor - Optional Comments	

3. Knowledge Coherence

3.1 Materials are designed to build knowledge systematically, coherently, and accurately.	3.2 Materials provide educative components to support teachers' content and knowledge coherence.
4.3	4.0
3.2 Materials provide educative components to support teachers' content and knowledge coherence. - Comments	
No Comments	

4. Productive Struggle

4.1 Materials provide opportunities for students to engage in productive struggle through sensemaking that involves reading, writing, thinking, and acting as scientists and engineers.
2.5
Productive Struggle - Optional Comments
There are less of these in the platform. Activities for students on the skills mentioned were nothing much

5. Evidence-Based Reasoning and Communicating

5.1 Materials promote students' use of evidence to develop, communicate, and evaluate explanations and solutions.	5.2 Materials provide teacher guidance to support student reasoning and communication skills
2.5	2.3
Evidence-Based Reasoning and Communicating - Optional Comments	
No Comments	

6. Progress Monitoring

6.1 Materials include a variety of TEKS-aligned and developmentally appropriate assessment tools.	6.2 Materials include guidance that explains how to analyze and respond to data from assessment tools.	6.3 Assessments are clear and easy to understand.
1.3	1.3	1.3
Progress Monitoring - Optional Comments		
No Comments		

7. Support for All Learners

7.1 Materials include guidance, scaffolds, supports, and extensions that maximize student learning potential.	7.2 Materials include a variety of research-based instructional methods that appeal to a variety of learning interests and needs.	7.3 Materials include listening, speaking, reading, and writing, supports to assist emergent bilinguals in meeting course-level science content expectations.	7.4 Materials provide guidance on fostering connections between home and school.
1.2	1.3	1.3	1.0
Supports for All Learners - Optional Comments			
I commend not using AI for the "Read Aloud" portion of the platform and not using google translate for translations			

8. Implementation Supports

8.1 Materials include year-long plans with practice and review opportunities that support instruction.	8.2 Materials include classroom implementation support for teachers and administrators.	8.3 Materials provide implementation guidance to meet variability in program design and scheduling.
1.3	1.3	1.2
Implementation Supports - Optional Comments		
No Comments		

9. Design Features

9.1 The visual design of materials is clear and easy to understand.	9.2 Materials are intentionally designed to engage and support student learning with the integration of digital technology.	9.3 Digital technology and online components are developmentally and course-appropriate and provide support for learning.
1.5	1.3	1.3
Design Features - Optional Comments		
Designs are not too engaging for both the teacher and students		

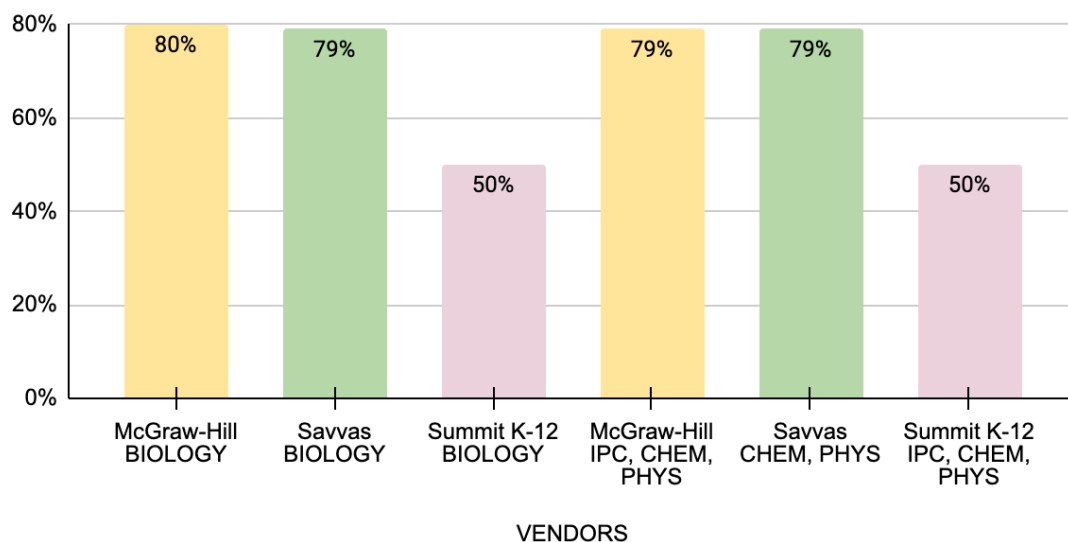
Other Comments

TRR Rubrics Sections

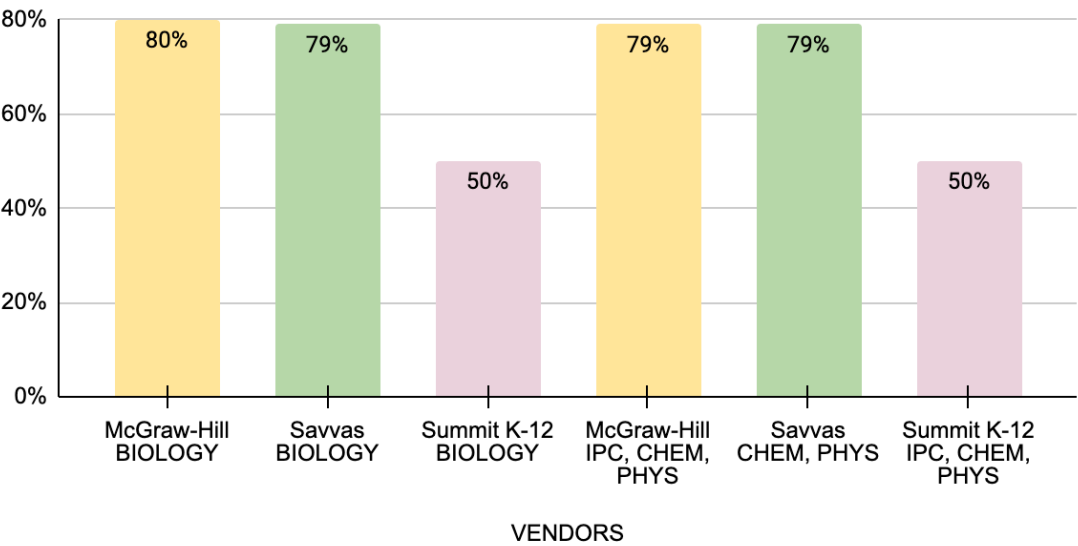
[\[LINK to TRR\]](#)

1. STANDARDS ALIGNMENT TO TEKS/ELPS

Using the table below, how would you rate the TEKS alignment of the resource?

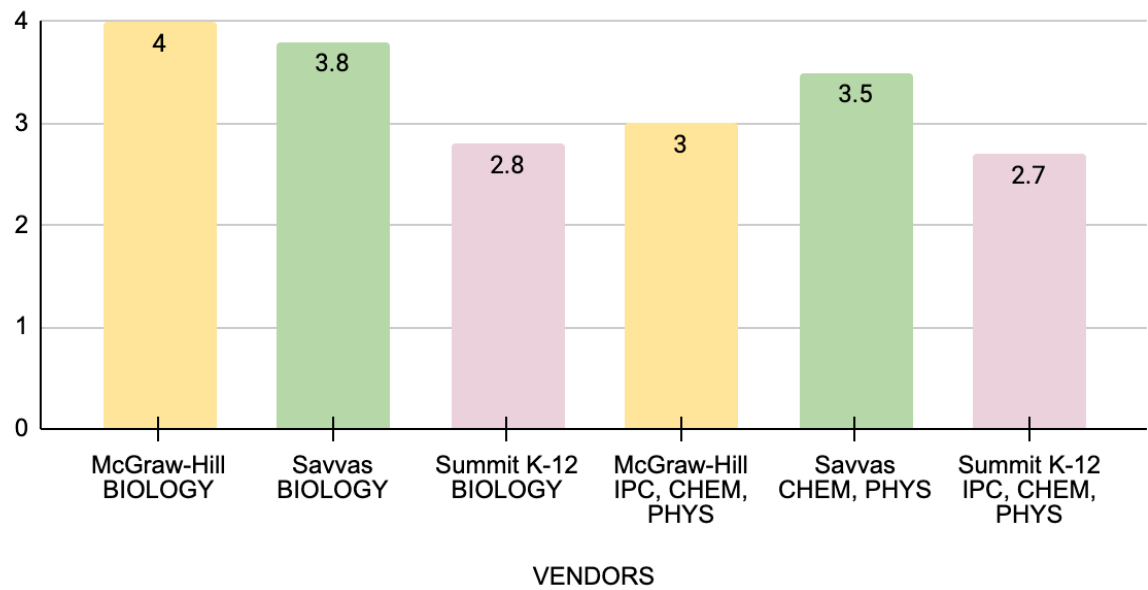


Using the table below, how would you rate the ELPS alignment of the resource?

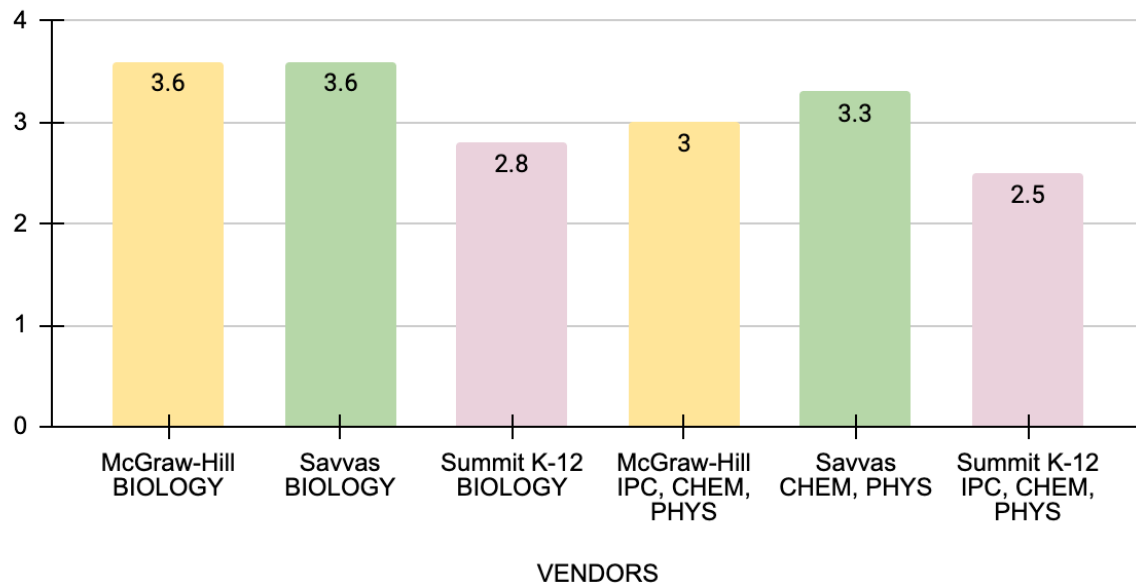


2. INSTRUCTIONAL ANCHOR

2.1 Materials are designed to strategically and systematically integrate scientific and engineering practices and course-level...

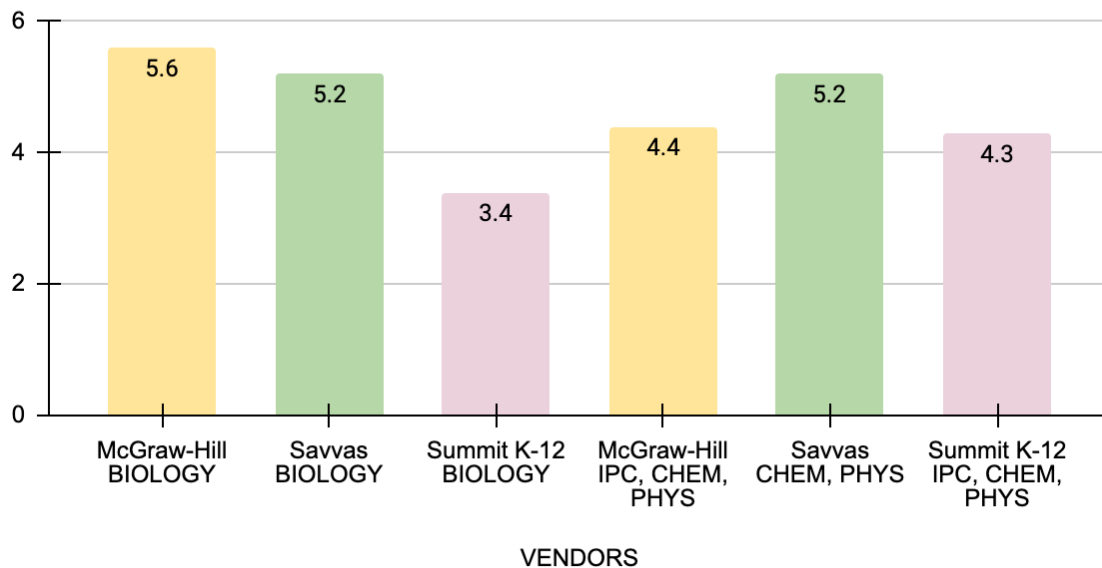


2.2 Materials anchor the learning in phenomena and problems as the key lever for driving learning and student mastery of di...

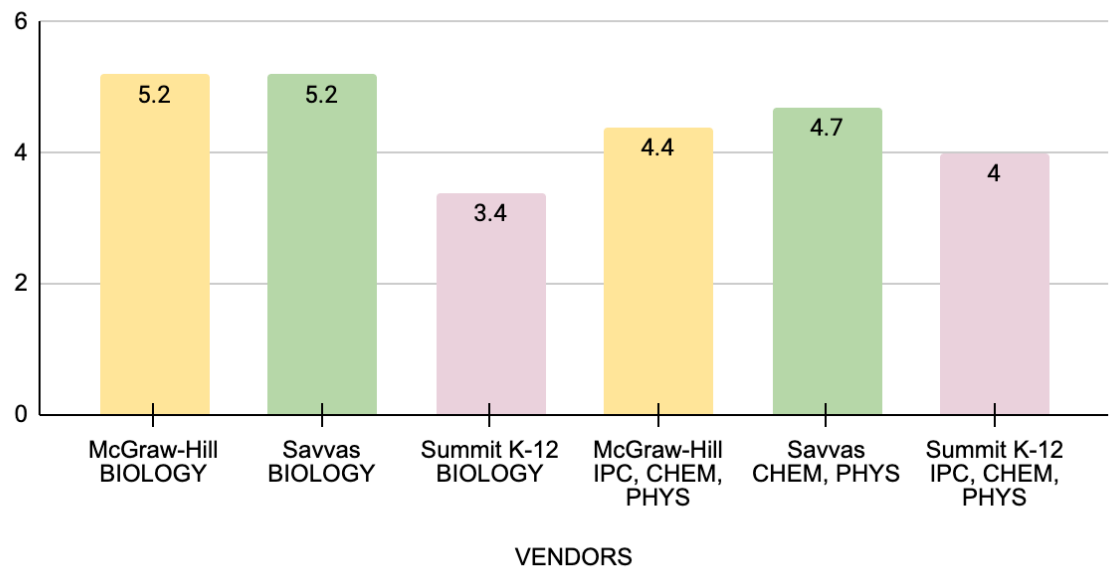


3. KNOWLEDGE COHERENCE

3.1 Materials are designed to build knowledge systematically, coherently, and accurately.

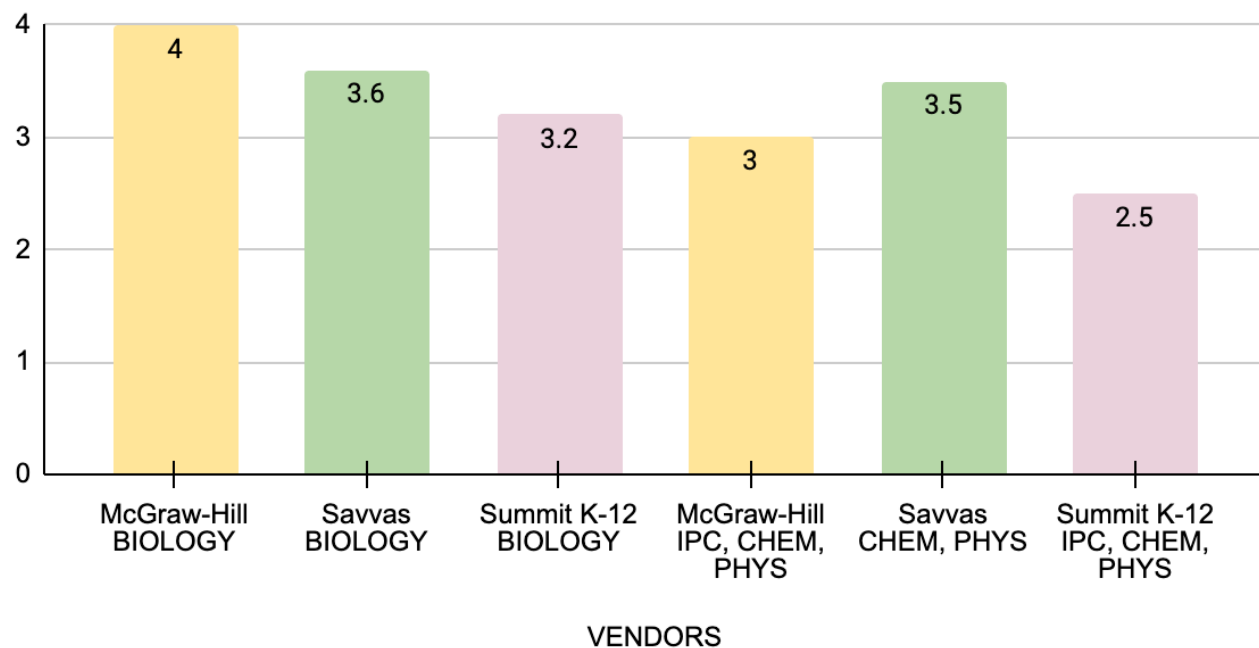


3.2 Materials provide educative components to support teachers’ content and knowledge coherence.



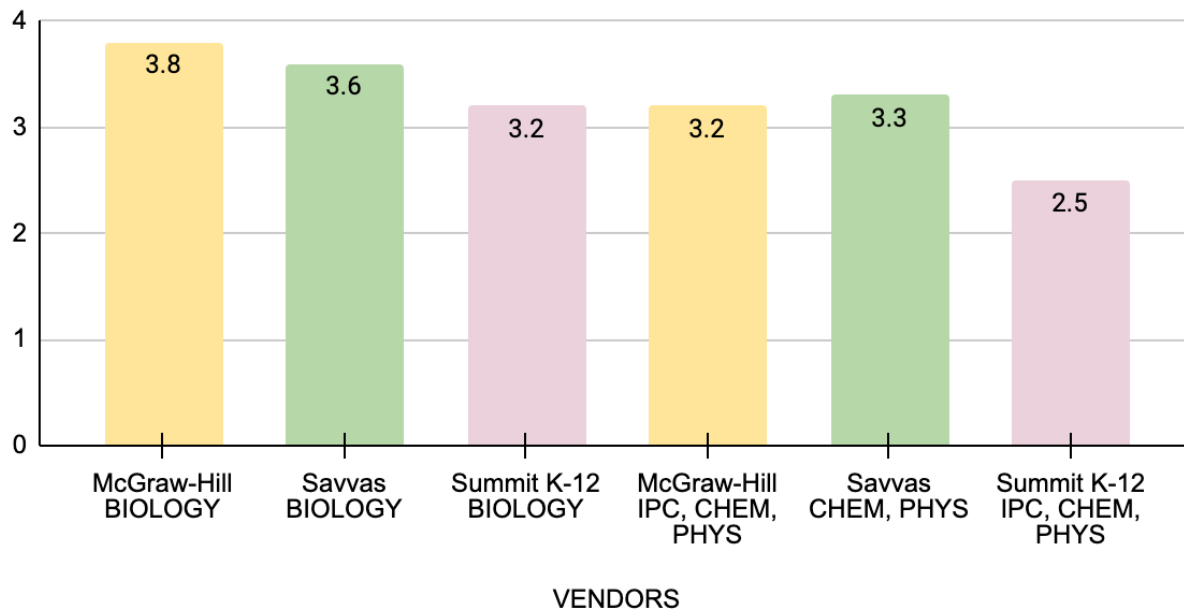
4. PRODUCTIVE STRUGGLE

4.1 Materials provide opportunities for students to engage in productive struggle through sensemaking that involves readi...

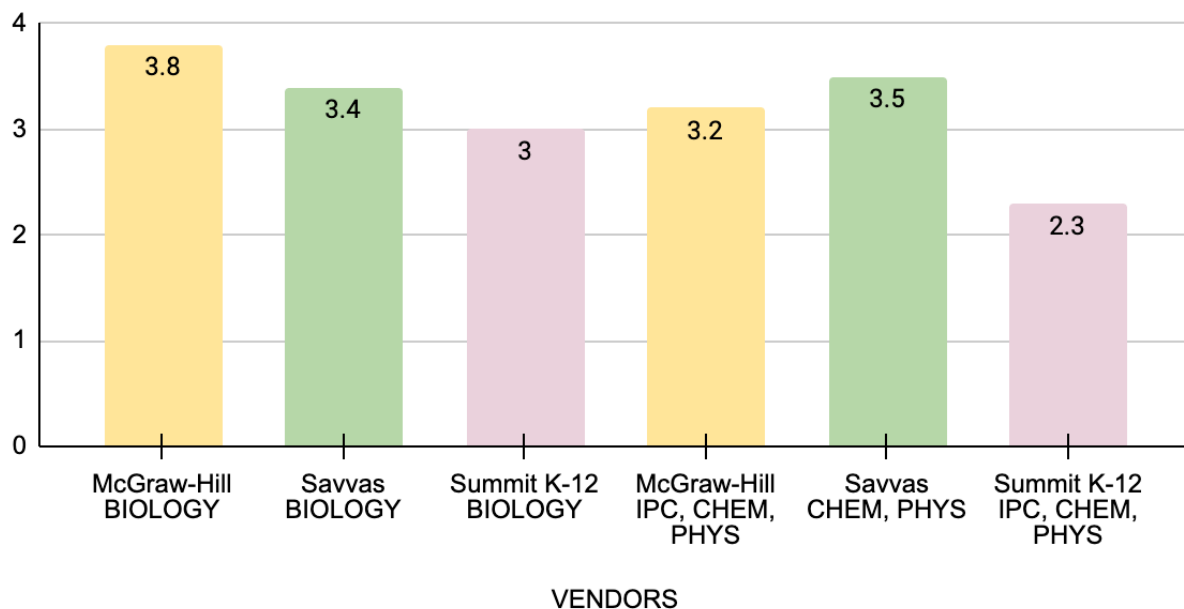


5. EVIDENCE-BASED REASONING AND COMMUNICATING

5.1 Materials promote students' use of evidence to develop, communicate, and evaluate explanations and solutions.

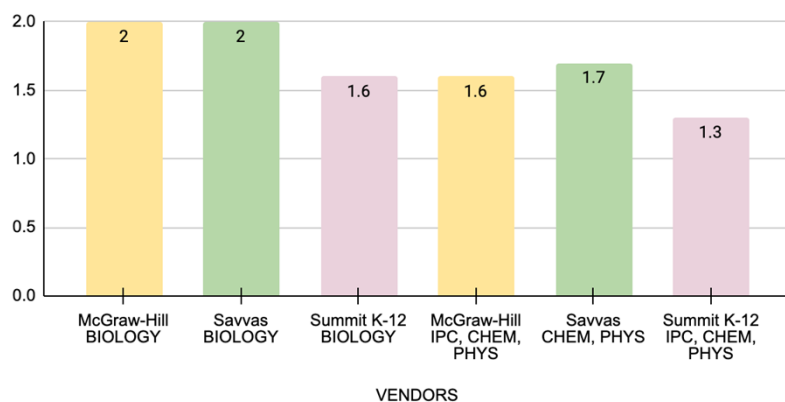


5.2 Materials provide teacher guidance to support student reasoning and communication skills

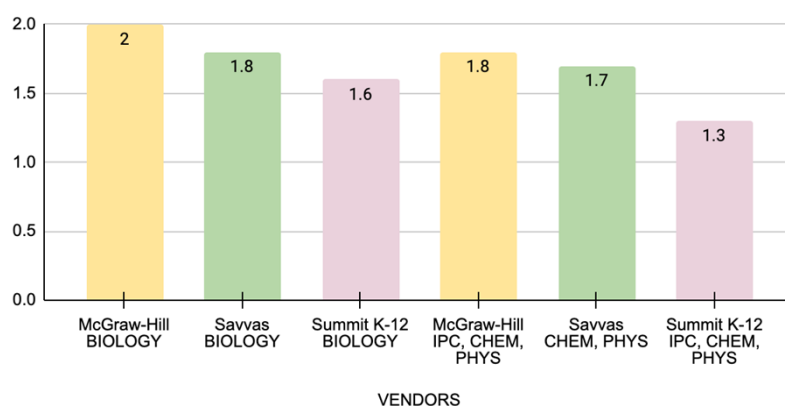


6. PROGRESS MONITORING

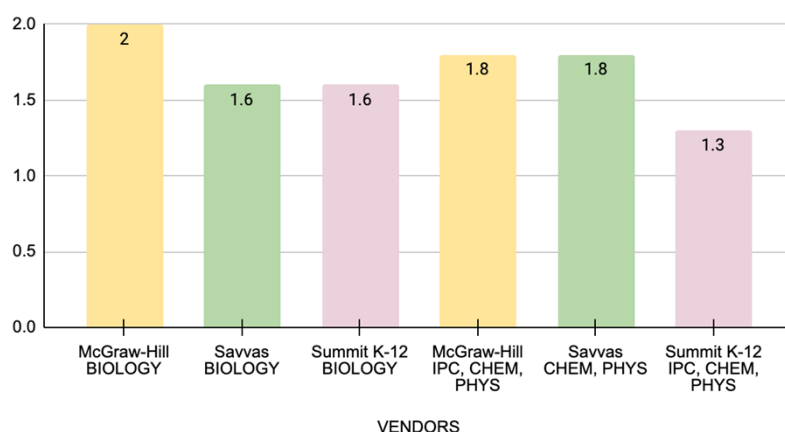
6.1 Materials include a variety of TEKS-aligned and developmentally appropriate assessment tools.



6.2 Materials include guidance that explains how to analyze and respond to data from assessment tools.

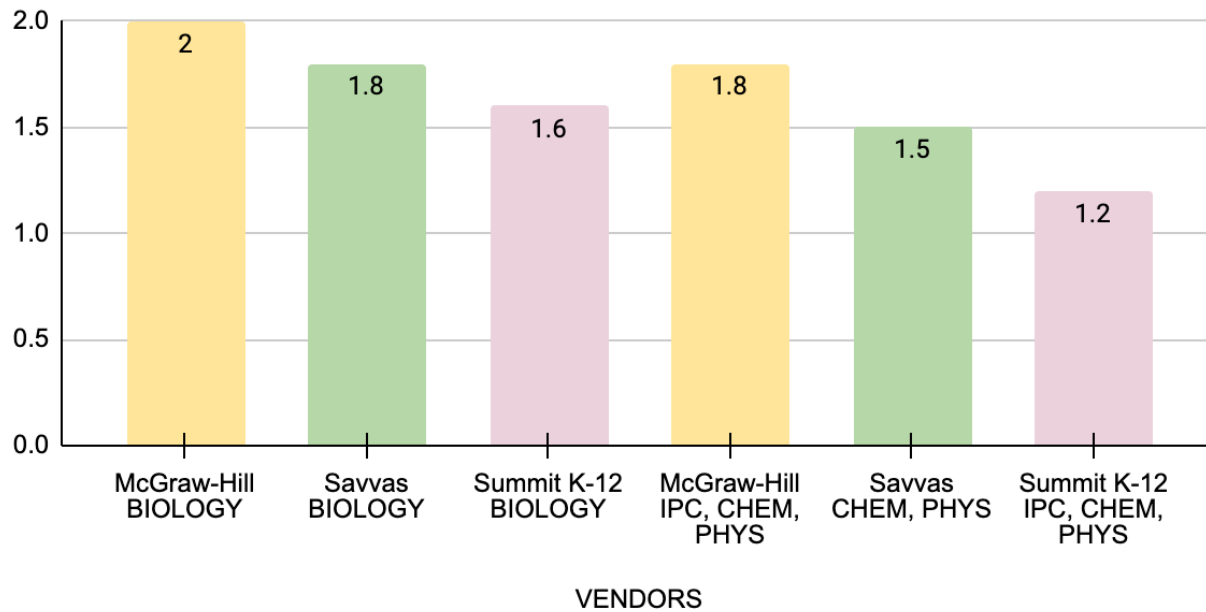


6.3 Assessments are clear and easy to understand.

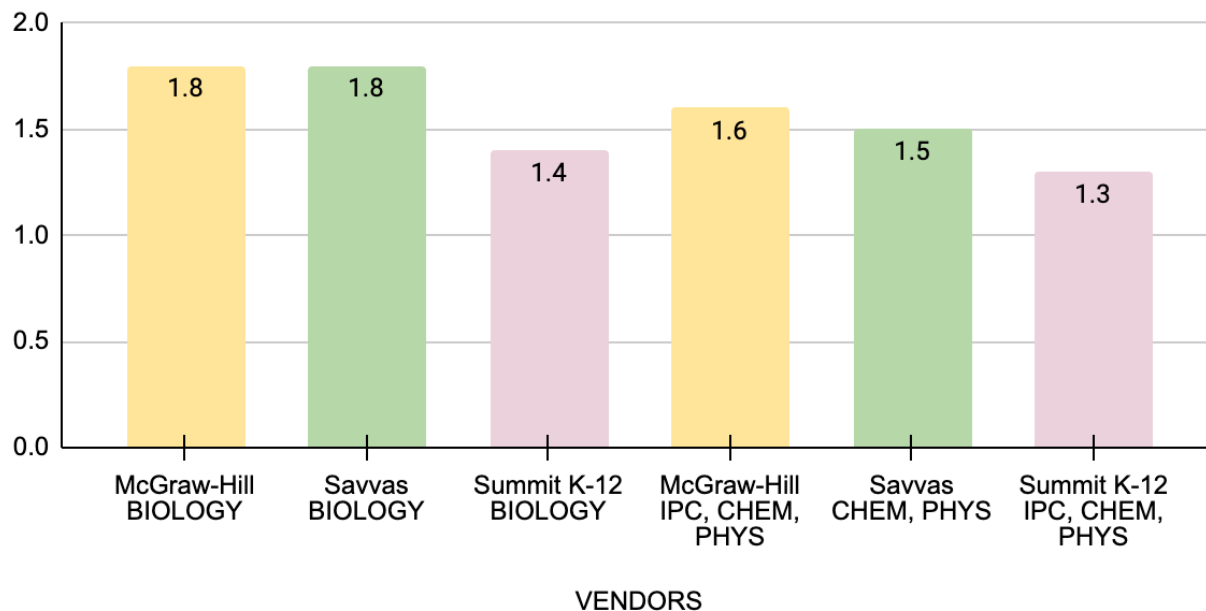


7. SUPPORTS FOR ALL LEARNERS

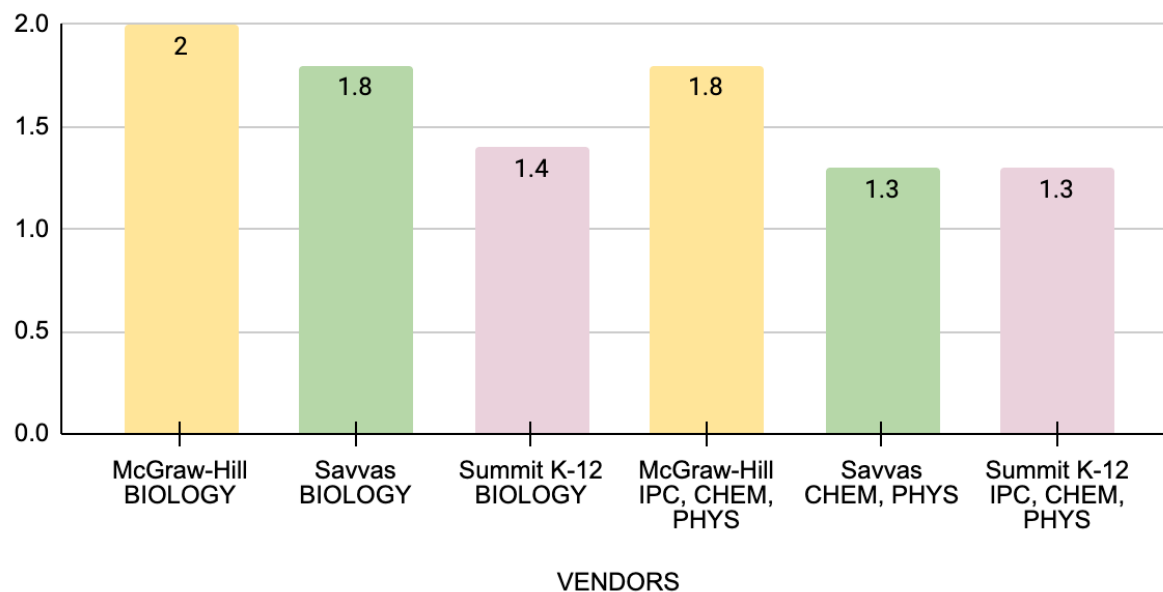
7.1 Materials include guidance, scaffolds, supports, and extensions that maximize student learning potential.



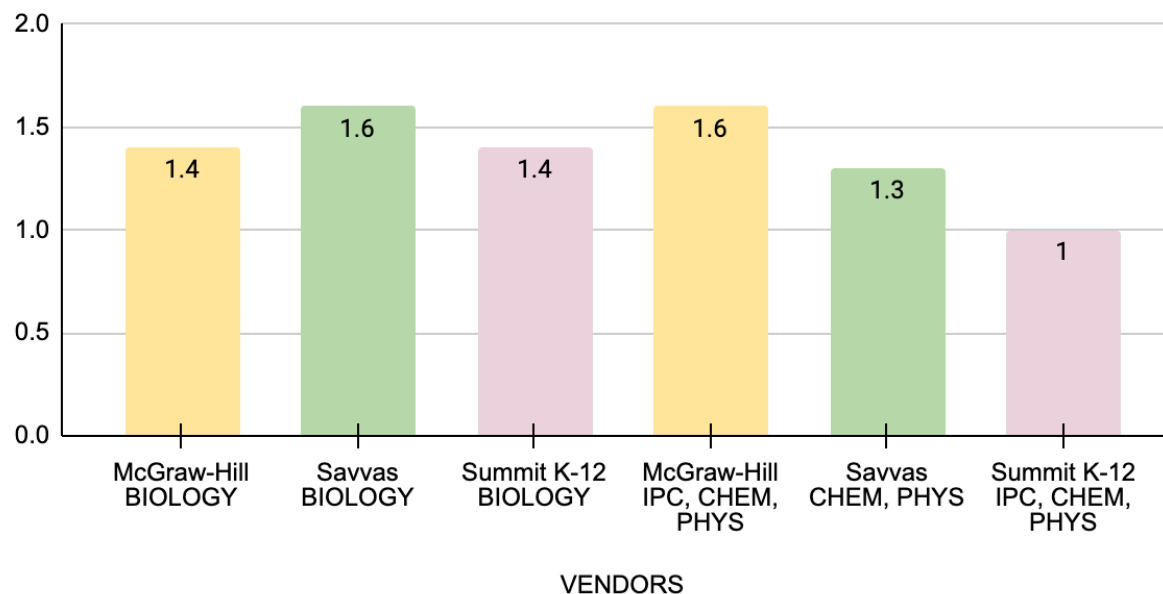
7.2 Materials include a variety of research-based instructional methods that appeal to a variety of learning interests and nee...



7.3 Materials include listening, speaking, reading, and writing, supports to assist emergent bilinguals in meeting course-leve...

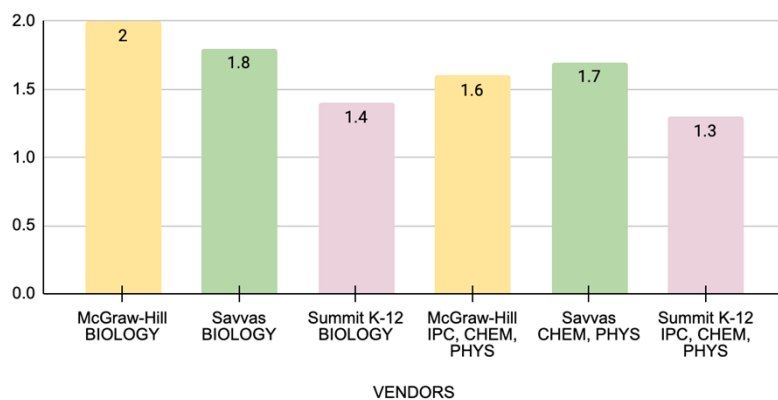


7.4 Materials provide guidance on fostering connections between home and school.

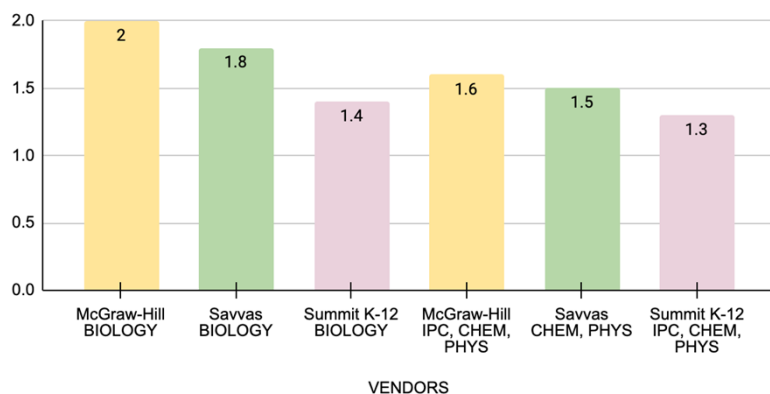


8. IMPLEMENTATION SUPPORTS

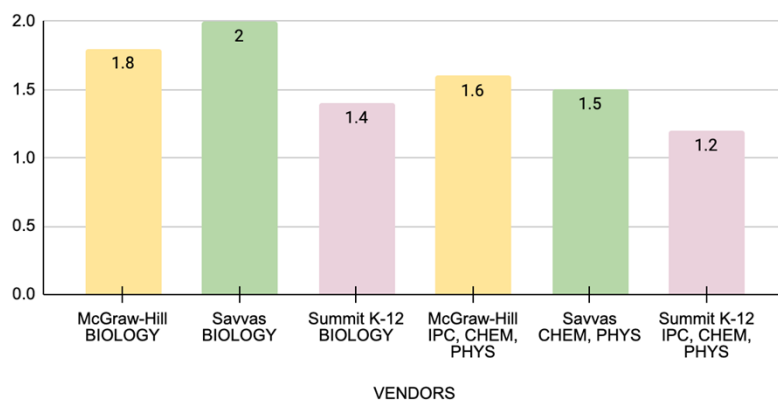
8.1 Materials include year-long plans with practice and review opportunities that support instruction.



8.2 Materials include classroom implementation support for teachers and administrators.

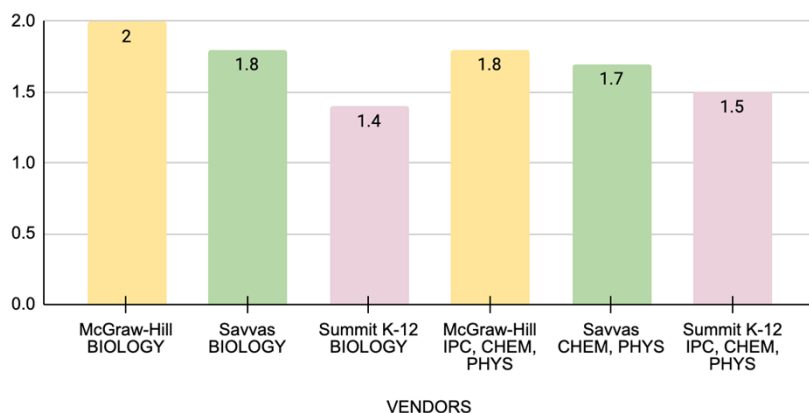


8.3 Materials provide implementation guidance to meet variability in program design and scheduling.

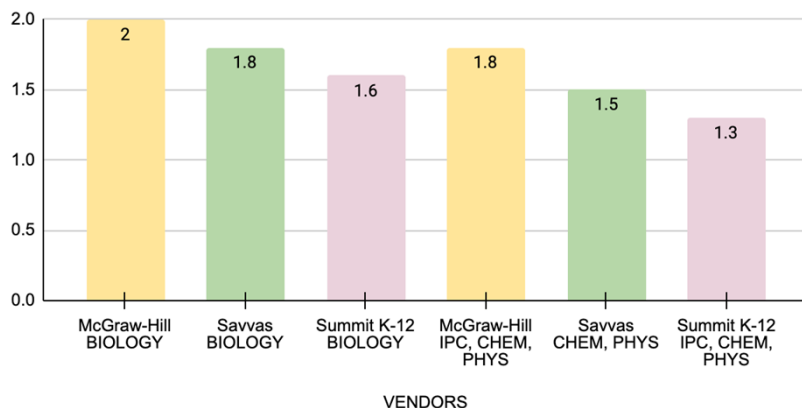


9. DESIGN FEATURES

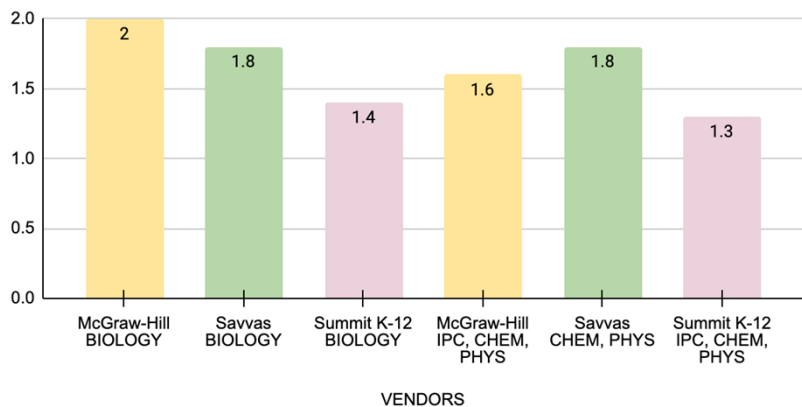
9.1 The visual design of materials is clear and easy to understand.



9.2 Materials are intentionally designed to engage and support student learning with the integration of digital technology.



9.3 Digital technology and online components are developmentally and course-appropriate and provide support...



10. ADDITIONAL INFORMATION

For the 9-12 adoption the estimated total enrollment for those grades is **3485***, with approximately half of the students taking Biological Sciences, and <half taking Physical Sciences . (The Adoption vote was separated out by Biological Sciences [Biology and Environmental Science, n=1785] and Physical Sciences [IPC, Chem, Physics, n=1700]). However, the number of 8th graders taking Biology may balance the number taking a CTE Science Course.

The quote request is for digital only. Vendors are not providing kits for High School, but I met with MHS and MEA to discuss the process of inventorying current supplies and creating an order to bring those campuses up to equity.

* This is the estimated total number of 9-12th graders next year in MISD. However, not all students will take one of the core sciences or Environmental Science since some CTE courses can be taken for the 4th Science.

BIOLOGICAL SCIENCES (BIOLOGY AND ENVIRONMENTAL SCIENCE)

Indicator	Savvas (1st)	McGraw-Hill (2nd)
1. Technology Specs	Integrates with Classlink, Clever, Google Classroom	Integrates with Classlink, Clever, Google Classroom
2. Price Information	Digital - \$20.00/Student per year 1785 = \$35,700 McGraw-Hill Estimator	Digital - \$19.99/Student per year 1785 = \$35,682
3. Professional Learning	A day FWO at the beginning of the implementation. Going forward the cost varies on if it's virtual or in person. The prices for virtual range from \$300-\$1500 and in person is a full day and usually about \$3400 total. In person there are up to about 35 participants.	In-Person PD – 6 hours per day • Virtual PD – hourly and flexible with a live facilitator • On-Demand PD – asynchronous and built in 12 Days In-Person & 12 Hours Virtual included at no extra cost
4. Additional Language Support	Bilingual supports for ELPS and authentic translations	Vocabulary has multiple language translations All translations are authentic Student videos include native Spanish speaking students

PHYSICAL SCIENCES (CHEMISTRY, PHYSICS, IPC)

Indicator	Savvas (2nd) (no IPC)	McGraw-Hill (1st & IPC)
-----------	-----------------------	-------------------------

	4-year Contract	4-year Contract
1. Technology Specs	Integrates with Classlink, Clever, Google Classroom	Integrates with Classlink, Clever, Google Classroom
2. Price Information	Digital - \$20.00/Student per year 1700 = \$34,000 McGraw-Hill Estimator	Digital - \$19.99/Student per year 1700 = \$33,992
3. Professional Learning	A day FWO at the beginning of the implementation. Going forward the cost varies on if it's virtual or in person. The prices for virtual range from \$300-\$1500 and in person is a full day and usually about \$3400 total. In person there are up to about 35 participants.	In-Person PD – 6 hours per day • Virtual PD – hourly and flexible with a live facilitator • On-Demand PD – asynchronous and built in 12 Days In-Person & 12 Hours Virtual included at no extra cost
4. Additional Language Support	Bilingual supports for ELPS and authentic translations	Vocabulary has multiple language translations All translations are authentic Student videos include native Spanish speaking students
5. Links to Quotes	Savvas	McGraw-Hill