

# Texas Resource Review (TRR)

## Science Grades 9–12

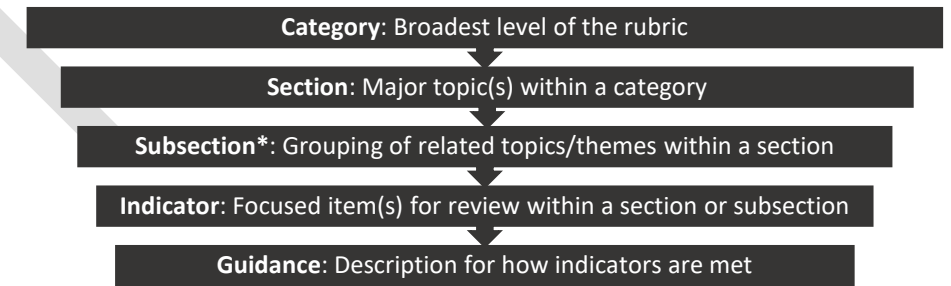
### Purpose

The goal of the science quality rubric is to provide guidance for evaluating the quality of science programs. The rubric was developed to support LEAs choosing program for science instruction.

### Structure

The rubric is arranged by category, section, subsection, indicator, and guidance. The categories are the broadest level of the rubric and serve as its foundation. Within each category are nested sections, subsections, indicators, and guidance that provide additional details and greater clarity for review items.

\*Note: Not all sections contain subsections and are scored.



### Categories

The rubric’s categories inform LEAs about essential components of instructional material products.

Category	Section
<b>TEKS- and ELPS-Alignment Review</b>	This category focuses on the <b>standards-alignment</b> review of instructional materials. The TRR complements the existing State Board of Education standards-alignment review process and presents its results in the overall quality report.
<b>Content and Instructional Approach</b>	This category focuses on <b>how well</b> standards are addressed by instructional materials. Sections within this category evaluate guidance for effective teaching and learning specific to the content.
<b>Educator Supports</b>	This category focuses on aspects of instructional materials that directly relate to tools and resources for supporting instruction. Sections within this category provide information about the guidance and support students and educators receive to ensure all students learn and succeed.
<b>Additional Information</b>	This category provides information on the technology specifications, price, professional learning, additional language supports, and evidence-based information. This section is not scored.

Category	Section	Number of Indicators	Total Possible Points	Display on Report
<b>TEKS- and ELPS-Alignment Review</b>	1. Standards-Alignment	N/A	N/A	% TEKS and ELPS
<b>Content and Instructional Approach Content and Instructional Approach Content and Instructional Approach Content and Instructional Approach</b>	2. Instructional Anchor	2 indicators	8 points	% of total section points
	3. Knowledge Coherence	3 indicators	12 points	% of total section points
	4. Productive Struggle	1 indicator	4 points	% of total section points
	5. Evidence-based Reasoning and Communicating	2 indicators	8 points	% of total section points
<b>Educator Supports Educator Supports Educator Supports Educator Supports</b>	6. Progress Monitoring	3 indicators	6 points	% of total section points
	7. Supports for All Learners	4 Indicators	8 points	% of total section points
	8. Implementation Supports	3 indicators	6 points	% of total section points
	9. Design Features	3 indicators	N/A	Narrative Only
<b>Additional Information</b>	10. Technology, Price, Professional Learning, and Additional Language Supports	N/A	N/A	Information Provided

## Scoring Methodology

Quality evaluations are intended to support LEAs in making decisions that best meet their local context. To provide LEAs clear, transparent, and user-friendly information, instructional materials are scored points at the indicator level and then totaled for the section. A percentage score is calculated based on the points awarded for each section. Each score value is supported by evidence collected and the evidence is published in final reports. Sections within the rubric are scored based on the table below.

## Science Grades 9–12 Scoring

The following provides an overview of the scoring methodology proposed to support LEAs in their review, adoption, and purchasing decisions.

### 1 Texas Essential Knowledge and Skills and English Language Proficiency Standards-Alignment Review

Standards-alignment review team members review instructional materials to determine the extent to which the science Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS) are covered and to identify factual errors.

To be eligible for adoption by the State Board of Education, instructional materials must meet at least 50% of the TEKS and 100% of the required ELPS in the components **intended for student use** and the components **intended for teacher use**, be free from a factual error, meet manufacturing specifications, be suitable for the intended course and grade level, and be reviewed by academic experts. The review results in four outputs related to the percentage of TEKS and ELPS present in the materials designed for teacher and student use as seen below: Student TEKS, Teacher TEKS, Student ELPS, and Teacher ELPS. **All materials must be reviewed for standards alignment.**

Category	Student TEKS	Teacher TEKS	Student ELPS	Teacher ELPS
Does Not Meet SBOE Requirement	<50%	<50%	<100%	<100%
Meets Minimum SBOE Requirement	50–79%	50–79%	100%	100%
TEA Recommended Percentages	80%+	80%+	100%	100%

## 2 Instructional Anchor

Materials are designed to anchor instruction in phenomena and engineering problems.

Science Indicator	Science Guidance	Scoring
<p><b>2.1</b> Materials are designed to integrate scientific and engineering practices, recurring themes and concepts, and course content.</p>	<ul style="list-style-type: none"> <li>Materials consistently integrate scientific and engineering practices, recurring themes and concepts, and course-level content.</li> <li>Materials provide multiple opportunities for students to practice, develop, and demonstrate mastery of appropriate scientific and engineering practices as outlined in the TEKS.</li> <li>Materials provide multiple opportunities to make connections between overarching concepts using the recurring themes.</li> <li>Materials strategically and systematically develop students' content knowledge and skills as appropriate for the concept and course as outlined in the TEKS.</li> </ul>	<p>0/2/4</p>
<p><b>2.2</b> Materials anchor the learning in phenomena and engineering problems as the key lever for driving learning and student mastery of disciplinary knowledge and skills.</p>	<ul style="list-style-type: none"> <li>Materials embed phenomena or problems across lessons to support students to construct, build, and develop knowledge of scientific and engineering practices, recurring themes and concepts, and course-specific content as outlined in the TEKS.</li> <li>Materials are designed to include both phenomena and engineering problems to authentically engage students in developing and applying science and engineering practices, recurring themes and concepts, and course-specific content as outlined in the TEKS.</li> <li>Materials intentionally leverage students' prior knowledge and experiences related to phenomena or engineering problems.</li> <li>Materials clearly outline for the teacher the scientific concepts and goals behind each phenomenon or engineering problem.</li> </ul>	<p>0/2/4</p>

**Total points possible: 8**

### 3 Knowledge Coherence

Materials are designed to support instruction that builds knowledge systematically within and across courses.

Science Indicator	Science Guidance	Scoring
<p><b>3.1</b> Materials are designed to build knowledge systematically within and across courses as students use recurring themes and concepts to connect big ideas within the main concepts of the course.</p>	<ul style="list-style-type: none"> <li>• Materials are designed for students to build and connect their knowledge and skills across units.</li> <li>• Materials incorporate all course-specific core concepts as outlined in the TEKS.</li> <li>• Materials incorporate all course-specific scientific and engineering practices as outlined in the TEKS.</li> <li>• Materials incorporate all course-specific recurring themes as outlined in the TEKS.</li> </ul>	<p>0/2/4</p>
<p><b>3.2</b> Materials are coherent in design and are scientifically accurate.</p>	<ul style="list-style-type: none"> <li>• Materials have an intentional sequence of increasingly complex student learning experiences.</li> <li>• Materials present science and engineering practices and recurring themes and concepts clearly and accurately.</li> <li>• Materials do not require students to master scientific content beyond the main concepts of the course.</li> <li>• Materials embed opportunities for students to develop and apply appropriately aligned cross-curricular knowledge and skills.</li> </ul>	<p>0/2/4</p>
<p><b>3.3</b> Materials provide educative components to support teachers' content and coherence knowledge</p>	<ul style="list-style-type: none"> <li>• Materials support teachers in understanding the horizontal and vertical alignment guiding the development of concepts and skills.</li> <li>• Materials contain explanations and examples of concepts to support teacher self-knowledge of the subject.</li> <li>• Materials explain the instructional design of the program based on research-based best practices.</li> </ul>	<p>0/2/4</p>

## 4 Productive Struggle

Materials are designed to support students in applying disciplinary practices to do the heavy-thinking work.

Science Indicator	Science Guidance	Scoring
<p><b>4.1</b> Materials provide opportunities for students to engage in productive struggle through sensemaking that involves reading, writing, thinking, and acting as scientists and engineers.</p>	<ul style="list-style-type: none"> <li>• Materials consistently support students’ meaningful sensemaking through reading, writing, thinking, and acting as scientists and engineers.</li> <li>• Materials provide multiple opportunities for students to engage with scientific texts to gather evidence and develop understanding of concepts.</li> <li>• Materials provide multiple opportunities for students to engage in scientific writing that requires use of evidence to communicate solutions to problems and understanding of scientific concepts.</li> <li>• Materials support students to see themselves as scientists and engineers who can learn from engaging in phenomena and engineering problems, make sense of concepts, and productively struggle.</li> </ul>	<p>0/2/4</p>

**Total points possible: 4**

## 5 Evidence-Based Reasoning and Communicating

Materials are designed to support students in developing, explaining, and refining their ideas based on evidence.

Science Indicator	Science Guidance	Scoring
<p><b>5.1</b> Materials promote students' use of evidence to develop, communicate, and evaluate explanations to phenomena and solutions to engineering problems.</p>	<ul style="list-style-type: none"> <li>Materials prompt students to use evidence to support their opinions and claims.</li> <li>Materials include embedded opportunities to develop and strengthen scientific vocabulary.</li> <li>Materials integrate discussion throughout to support students' development of content knowledge and skills as appropriate for the concept and course.</li> <li>Materials provide opportunities for students to construct and present arguments that justify explanations to phenomena and solutions to engineering problems using evidence.</li> </ul>	<p>0/2/4</p>
<p><b>5.2</b> Materials provide teacher guidance to support students doing the heavy thinking work and communicating their thinking.</p>	<ul style="list-style-type: none"> <li>Materials provide teacher guidance on anticipating student responses and use of questions to deepen their thinking.</li> <li>Materials include guidance for teachers on how to scaffold and support students' development and use of scientific vocabulary in context.</li> <li>Materials provide teacher guidance on preparing for and facilitating strong student discourse grounded in evidence and concepts.</li> <li>Materials support and guide teachers in facilitating the sharing of students' thinking and finding solutions.</li> </ul>	<p>0/2/4</p>

**Total points possible: 8**

## 6 Progress Monitoring

Materials provide frequent, strategic opportunities to monitor, evaluate, and respond to student progress toward development of appropriate course content and skills.

Science Indicator	Science Guidance	Scoring
<p><b>6.1</b> Materials include a variety of TEKS-aligned and developmentally appropriate diagnostic tools.</p>	<ul style="list-style-type: none"> <li>Materials include a variety of diagnostic tools that are developmentally appropriate (e.g., observational, anecdotal, formal).</li> <li>Materials include information to indicate which standards are assessed.</li> <li>Materials include diagnostic tools that integrate science and engineering practices with the recurring themes and concepts.</li> <li>Materials include diagnostic tools that reflect the program learning experiences applied to novel contexts.</li> </ul>	<p>0/1/2</p>
<p><b>6.2</b> Materials include guidance for teachers to analyze and respond to data from diagnostic tools.</p>	<ul style="list-style-type: none"> <li>Materials include information and/or resources that provide guidance for evaluating student responses.</li> <li>Materials support teachers with guidance and direction to respond to individual students' needs, in all areas of science, based on measures of student progress appropriate for the developmental level.</li> <li>Diagnostic tools yield meaningful information for teachers to use when planning instruction and differentiation.</li> <li>Materials provide a variety of resources and teacher guidance on how to leverage different activities to respond to student data.</li> </ul>	<p>0/1/2</p>
<p><b>6.3</b> The design of diagnostic tools is clear and easy to understand.</p>	<ul style="list-style-type: none"> <li>Assessments embedded in the program contain well-written items that are scientifically accurate, avoid bias, and are free from errors.</li> <li>Diagnostic tools use clear pictures and graphics that are developmentally and course appropriate.</li> <li>Materials provide guidance to ensure consistent and accurate administration of diagnostic tools.</li> <li>Materials include guidance to offer accommodations for diagnostic tools that allow students to demonstrate mastery of knowledge and skills without changing the content.</li> </ul>	<p>0/1/2</p>

**Total Points Possible: 6**



**7** Supports for All Learners

Materials provide guidance and support that help educators meet the diverse learning needs of all students.

Science Indicator	Science Guidance	Scoring
<p><b>7.1</b> Materials include guidance, scaffolds, supports, and extensions that maximize student learning potential.</p>	<ul style="list-style-type: none"> <li>Materials provide targeted instruction and activities to scaffold learning for students who have not yet achieved mastery.</li> <li>Materials provide targeted instruction and activities to scaffold learning for students who have achieved mastery.</li> <li>Materials provide enrichment activities for all levels of learners.</li> <li>Materials provide scaffolds and guidance for just-in-time learning acceleration for all students.</li> </ul>	<p>0/1/2</p>
<p><b>7.2</b> Materials include a variety of research-based instructional methods that appeal to a variety of learning interests and needs.</p>	<ul style="list-style-type: none"> <li>Materials include a variety of developmentally appropriate instructional approaches to engage students in the mastery of the content.</li> <li>Materials consistently support flexible grouping (e.g., whole group, small group, one-on-one).</li> <li>Materials consistently support multiple types of practices (e.g., guided, independent, collaborative) and provide guidance and structures to achieve effective implementation.</li> <li>Materials represent a diversity of communities in the images and information about people and places.</li> </ul>	<p>0/1/2</p>
<p><b>7.3</b> Materials include listening, reading, writing, and speaking supports to help Emergent Bilinguals meet the content expectations for the course.</p>	<ul style="list-style-type: none"> <li>Materials include guidance for linguistic accommodations (communicated, sequenced, and scaffolded) commensurate with various levels of English language proficiency as defined by the ELPS.</li> <li>Materials encourage strategic use of students' first language as a means to linguistic, affective, cognitive, and academic development in English.</li> </ul>	<p>0/1/2</p>
<p><b>7.4</b> Materials provide guidance on fostering connections between home and school.</p>	<ul style="list-style-type: none"> <li>Materials support development of strong relationships between teachers and families.</li> <li>Materials provide information to be shared with students and caregivers about the design of the program.</li> <li>Materials provide information to be shared with caregivers for how they can help reinforce student learning and development.</li> <li>Materials contain information to guide teacher communications with caregivers.</li> </ul>	<p>0/1/2</p>

**Total Points Possible: 8**

## 8 Implementation Supports

Materials provide support for implementation including clear and easy-to-follow guidance and support for teachers.

Science Indicator	Science Guidance	Scoring
<p><b>8.1</b> Materials include year-long plans with practice and review opportunities that support instruction.</p>	<ul style="list-style-type: none"> <li>Materials include a cohesive, year-long plan to build students' concept development and consider how to vertically align instruction that builds year to year.</li> <li>Materials provide review and practice of knowledge and skills spiraled throughout the year to support mastery and retention.</li> <li>Materials are accompanied by a TEKS-aligned scope and sequence outlining the order in which knowledge and skills are taught and build in the program.</li> </ul>	<p>0/1/2</p>
<p><b>8.2</b> Materials include classroom implementation support for teachers and administrators.</p>	<ul style="list-style-type: none"> <li>Materials provide teacher guidance and recommendations for use of all materials, including text, embedded technology, enrichment activities, and scaffolds to support and enhance student learning.</li> <li>Materials include standards correlations, including cross-content standards, that explains the role of standards in context of grade-level or course.</li> <li>Materials include a comprehensive list of all equipment and supplies needed to support instructional activities.</li> <li>Materials include guidance for safety practices including the course-appropriate use of safety equipment during investigations.</li> </ul>	<p>0/1/2</p>
<p><b>8.3</b> Materials provide implementation guidance to meet variability in program design and scheduling.</p>	<ul style="list-style-type: none"> <li>Materials guide strategic implementation without disrupting the sequence of content that must be taught in a specific order following a developmental progression.</li> <li>Materials designated for course are reasonable and flexible for one school year.</li> <li>Materials include guidance and recommendations on time for lessons and activities to support scheduling decisions.</li> </ul>	<p>0/1/2</p>

**Total Points Possible: 6**

## 9 Design Features

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

Science Indicator	Science Guidance	Scoring
<p><b>9.1</b> The visual design of materials is clear and easy to understand.</p>	<ul style="list-style-type: none"> <li>Materials include an appropriate amount of white space and a design that supports and does not distract from student learning.</li> <li>Materials embed pictures and graphics that support student learning and engagement without being visually distracting.</li> <li>Materials are clear and free of errors.</li> </ul>	<p>Not Scored</p>
<p><b>9.2</b> Materials integrate digital technology to engage students and encourage collaboration.</p>	<ul style="list-style-type: none"> <li>Materials integrate digital technology and tools that support student learning and engagement without being distracting or chaotic.</li> <li>Materials integrate digital technology in ways that support student engagement with the science and engineering practices, recurring themes and concepts, and course-specific content.</li> <li>Materials integrate digital technology that provides opportunities for teachers and/or students to collaborate with each other.</li> </ul>	<p>Not Scored</p>
<p><b>9.3</b> Digital technology or online components are developmentally and course-appropriate and provide support for learning.</p>	<ul style="list-style-type: none"> <li>Digital technology and online components are developmentally appropriate for the course and align with the scope and approach to science knowledge and skills progression.</li> <li>Materials provide teacher guidance for the use of embedded technology to support and enhance student learning.</li> </ul>	<p>Not Scored</p>

## 10 Additional Information: Technology, Price, Professional Learning, and Additional Language Supports

The following information will appear on the Texas Resource Review website, providing additional information about the set of materials being reviewed.

Science Indicator	Science Guidance	Scoring
10.1 Technology Specifications	<ul style="list-style-type: none"> <li>Technology Specifications form from the publisher is available.</li> </ul>	Not Scored
10.2 Price Information	<ul style="list-style-type: none"> <li>Price Information form from the publisher is available.</li> </ul>	Not Scored
10.3 Professional Learning	<ul style="list-style-type: none"> <li>Professional Learning form from the publisher is available.</li> </ul>	Not Scored
10.4 Additional Language Supports	<ul style="list-style-type: none"> <li>Additional Language Supports form from the publisher is available.</li> </ul>	Not Scored
10.5 Accessibility Requirements	<ul style="list-style-type: none"> <li>Accessibility Requirements form from the publisher is available.</li> </ul>	Not Scored
10.6 Evidence-Based Information	<ul style="list-style-type: none"> <li>Information regarding the program’s evidence base is available from the publisher.</li> </ul>	Not Scored

## Appendix

### Science (K–12)

The Texas Resource Review Science (K–12) rubric was developed in collaboration with science content experts at TEA, independent science content experts, key stakeholders, and in alignment with other strategic TEA initiatives.

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