McGraw Hill Texas Science Grade 6

Indicator 9.1

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

1	Materials include an appropriate amount of white space and a design that supports and does not distract from student learning.	Yes
2	Materials embed age-appropriate pictures and graphics that support student learning and engagement without being visually distracting.	Yes
3	Materials include digital components that are free of technical errors.	Yes

Not Scored

The materials meet the criteria for this indicator. The visual design of materials is clear and easy to understand.

Materials include an appropriate amount of white space and a design that supports and does not distract from student learning. Materials embed age-appropriate pictures and graphics that support student learning and engagement without being visually distracting. Materials include digital components that are free of technical errors.

Evidence includes but is not limited to:

Materials include an appropriate amount of white space and a design that supports and does not distract from student learning.

- Materials include an appropriate amount of white space and a design that supports and does not distract from student learning. The amount of white space allows students to stay focused on specific content and specific sections of the text. The text and diagrams are centered to keep the student focused on the appropriate section.
- Materials include an appropriate amount of white space and a design that supports and does not distract from student learning. For example, the font is consistent throughout each reading section. The coloring and design of each section are clear and simple in order for students to stay focused. Each section is short and concise in a way that allows students to stay engaged and follow the sequence of instruction.
- Materials include an appropriate amount of white space and an overall design that does not distract from student learning. The white space around the text makes content easy to read and comprehend. Margins, edges, and empty spaces around the content are consistent throughout digital materials. Similar spacing is used between sections. There are a limited number of fonts used. Color is used intentionally and consistently to guide the user through the content.
- Yes, the digital materials include an appropriate amount of white space and overall design that does not distract from student learning. For example, The design of the materials includes appropriate use of white space, such as the following: The white space around the text makes content easy to read and comprehend. Margins, edges, and empty spaces around the content are consistent throughout digital materials.

- Materials use similar spacing between sections, equal line height in body text, and adequate spacing between paragraphs (greater than the line height of body text). Materials use a limited number of fonts.
- Materials include an appropriate amount of white space and a design that supports and does not distract from student learning. White space in margins and between content within a page is consistent and appropriate. Fonts are easy to read and are of a good visual size.

Materials embed age appropriate pictures and graphics that support student learning and engagement without being visually distracting.

- Materials embed age-appropriate pictures and graphics that support student learning and engagement without being visually distracting. For example, throughout each chapter, there are diagrams and graphics that give students a visual representation of the content being covered. These are colorful enough for students to find appealing while not being a distraction.
- Student eBook materials embed age-appropriate pictures and graphics that support student learning and engagement without being visually distracting. For example, grade 6 models of matter appear less detailed than those in high school chemistry materials.
- Student eBook materials include detailed visuals with accurate labels. Grade 6 materials in Chapter 5 include a labeled graphic depicting Earth's orbit around the sun.
- Materials embed age-appropriate pictures and graphics that support student learning and engagement without being visually distracting. For example, grade 6 materials include a picture of a ring with a magnified photo that clearly shows the atoms that make up the ring.
- Yes, the materials embed age-appropriate pictures and graphics that support student learning and engagement without being visually distracting. For example, in the grade 6 student ebook, page 21, there is an activity that directs students to draw an x on each atom and circle the molecule. The molecule is clear and supports student learning.
- Materials embed age-appropriate pictures and graphics that support student learning and engagement without being visually distracting. Pictures and graphics are appropriate for the content and support the content visually to make it more comprehensible for students, including EB students as well as struggling students.

Materials include digital components that are free of technical errors.

- Materials include digital components that are free of technical errors. Each resource has followed consistent grammar rules of the English language. This includes the material being free of spelling and punctuation errors.
- Materials include digital components that are free of technical errors. Each material is accurate in the representation of the TEKS and is consistent with providing accurate information.
- Materials include digital components that are free of technical errors. No inaccurate or misleading information is provided. No glitches in any of the resources were found. Digital components are consistent across grade levels.

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Indicator 9.2

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

1	Materials integrate digital technology and tools that support student learning and engagement.	Yes
2	Materials integrate digital technology in ways that support student engagement with the science and engineering practices, recurring themes and concepts, and grade-level content.	Yes
3	Materials integrate digital technology that provides opportunities for teachers and/or students to collaborate.	Yes
4	Materials integrate digital technology that is compatible with a variety of learning management systems.	Yes

Not Scored

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

Materials integrate digital technology and tools that support student learning and engagement. Materials integrate digital technology in ways that support student engagement with the science and engineering practices, recurring themes and concepts, and grade-level content. Materials integrate digital technology that provides opportunities for teachers and/or students to collaborate. Materials integrate digital technology that is compatible with a variety of learning management systems.

Evidence includes but is not limited to:

Materials integrate digital technology and tools that support student learning and engagement.

- Materials integrate digital technology and tools that support student learning and engagement. For example, the materials integrate online learning by having students assigned to different chapters throughout the school year.
- The materials support engagement by containing questions within chapters for students to reflect upon. There are multiple opportunities for students to engage with readings with partners and small groups.
- Materials integrate digital technology and tools that support student learning and engagement. The Student eBook enhances learning through such features as interactives, simulations, videos, and online assessments.
- The materials student digital components include embedded tools, such as note-taking, variable font size, text-to-speech, annotations, and highlighting.
- Materials integrate digital technology and tools that support student learning and engagement. For example, materials provide guidance for integrating digital technology and tools in whole group, small groups, and individual settings. Digital technology and tools can be projected on a large screen or individual student device and utilized with touchscreen technology or a keyboard and mouse.
- Materials provide engaging phenomena videos and lab simulations for students, as well as planning resources for teachers

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Materials integrate digital technology in ways that support student engagement with the science and engineering practices, recurring themes and concepts, and grade level content.

- Materials integrate digital technology in ways that support student engagement with the science and engineering practices, recurring themes and concepts, and grade-level content. For example, students are provided with multiple hands-on activities to conduct throughout the year using technology.
- In the materials, students engage with content by answering multiple check-in questions regarding the content. Then, students can communicate their findings with partners or small groups.
- Materials integrate digital technology in ways that support student engagement with the science and engineering practices, recurring themes and concepts, and grade-level content. For example, in Chapter 7 of the Student eBook, students analyze a cycle of crop rotation over several years.
- Another example is that materials provide opportunities for students to obtain, evaluate, and communicate information using digital tools. In grade 6, materials include a short video clip on real-world examples of objects sinking or floating in water. Students brainstorm and write in their science notebooks ideas on how the video relates to the question, “How do the densities of fluids compare to one another?”
- Materials integrate digital technology in ways that support student engagement with the recurring themes and concepts. For example, grade 6 materials include virtual atomic models that students can use to observe different systems, and then the students are directed to circle the pure substances that are made up of combinations of atoms.
- Additional examples are interactive eBooks, lab simulations, and videos, as well as STEM connections.

Materials integrate digital technology that provides opportunities for teachers and/or students to collaborate.

- Materials integrate digital technology that provides opportunities for teachers and students to collaborate. For example, teachers can view student scores through the “My Reports” tab. From this information, teachers can collaborate with students to create a learning plan.
- Other evidence of this integration is that teachers can assign students the LearnSmart adaptive tool based on student data. From there, students can review content and collaborate with teachers on improvements.
- Materials integrate digital technology that provides opportunities for teachers and students to collaborate. Activities such as simulations, virtual labs, and interactive case studies are encouraged to be completed in small groups.
- Materials also include digital activities that encourage collaboration through simulations, virtual labs, and interactive case studies.
- Materials integrate digital technology that provides opportunities for teacher-to-student collaboration. For example, materials include the option for teachers to make a note on assignments that have been assigned to students in the grade book.

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Materials integrate digital technology that is compatible with a variety of learning management systems.

- Materials integrate digital technology that is compatible with a variety of learning management systems. For example, all of the materials and assessments are accessible via Google Chrome or any other web browser.
- The materials are available for easy download and editing. This includes labs, letters home, and assessments.
- Digital materials are accessible and compatible with multiple operating systems and devices. Materials are accessible online through devices with internet access. Many of the materials are also able to be downloaded and therefore accessible without access to the internet. Materials integrate with the following learning management systems: Blackboard Learn, D2L Brightspace, Canvas, Google, Schoology, Classlink, and Moodle.
- Digital materials are accessible and compatible with multiple operating systems and devices. For example, materials are accessible online through any device with internet access, including Chromebooks, iPads, PCs, iMacs, and smartphones.

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Indicator 9.3

Digital technology and online components are developmentally and grade-level appropriate and provide support for learning.

1	Digital technology and online components are developmentally appropriate for the grade level and align with the scope and approach to science knowledge and skills progression.	Yes
2	Materials provide teacher guidance for the use of embedded technology to support and enhance student learning.	Yes
3	Materials are available to parents and caregivers to support student engagement with digital technology and online components.	Yes

Not Scored

Digital technology and online components are developmentally and grade-level appropriate and provide support for learning.

Digital technology and online components are developmentally appropriate for the grade level and align with the scope and approach to science knowledge and skills progression. Materials provide teacher guidance for the use of embedded technology to support and enhance student learning. Materials are available to parents and caregivers to support student engagement with digital technology and online components.

Evidence includes but is not limited to:

Digital technology and online components are developmentally appropriate for the grade level and align with the scope and approach to science knowledge and skills progression.

- Digital technology and online components are developmentally appropriate for the grade level. For example, 6-8th grade students are able to scroll through each chapter's contents in a straightforward manner. Students are given small chunks of information to process at a time.
- The 6-8th grade students reading excerpts, activities, labs, and assessments directly align with the TEKS. This follows the progression to the next grade level.
- The materials include TEKS correlations to each chapter. For example, the Get Started materials include a Table of Contents that outlines the order in which TEKS are taught.
- The materials provide a rationale for the age-appropriateness of digital and online components. Grades 6-8 materials provide an explanation for the suitability, Explore Simulations, Virtual Field Trips, Interactive Galleries, Virtual Career Fairs, LearnSmart, and WordLab

Materials provide teacher guidance for the use of embedded technology to support and enhance student learning.

- Materials provide teacher guidance for the use of embedded technology to support and enhance student learning. For example, each chapter contains digital spotlight sections that contain various guidance on embedded technology.
- Each chapter contains ways to enhance student learning through digital technology. This includes LearnSmart adaptive tools to help students learn.

- Materials provide teacher guidance for the use of embedded technology to support and enhance student learning. Program Resources include Universal Teacher Support Strategies, as well as Professional Development for Assessments.
- The materials provide specific teacher guidance for embedding the technology within lessons and assessments. Materials include best practices for using embedded technology for differentiating instruction, using technology to promote collaboration, and incorporating multimedia resources into lessons. Materials include a rationale for balancing paper-and-pencil activities for fine motor skills development with technology use. For example, grades 6-8 materials provide both tips for science notebooks and also have embedded questions that students can answer using technology.
- Guidance is provided that includes tips for how teachers can monitor student progress and evaluate the effectiveness of the technology.
- Examples of embedded technology support include letters home for each lesson, EB supports and strategies, vocabulary strategies, and documents providing teachers support with laboratory investigations.

Materials are available to parents and caregivers to support student engagement with digital technology and online components.

- Materials are available to parents and caregivers to support student engagement with digital technology and online components. For example, each chapter contains a “Letter to Home” for the teacher to give to parents and students, informing them of what the class is exploring, the TEKS associated with it, and appreciation for the support of the parents. In Grade 6, teachers are given a letter to home for Chapter: Scientific and Engineering Practices.
- Each chapter contains an opener that shows the TEKS for the entire chapter. In Grade 6, students see TEKS 8.1, 8.2, 8.3, 8.4, and 8.5 for the Chapter: Scientific and Engineering Practices.
- Materials include resources for parents and caregivers on how to support student engagement through a letter to families for each unit, including a family activity they can choose to complete. Parents can also access student resources using their student's credentials.
- The materials provide a letter to Home for each chapter for all grades 6-8. The Letter to Home includes a list of the specific instructional TEKS and a Family Activity that provides parents and caregivers opportunities to expand on the science and engineering concepts presented in the classroom.