Rubric Scale	
3	There is **an abundance** of evidence from the curriculum that this statement is accurate.
2	There is **some** evidence from the curriculum that this statement is accurate.
1	There is **little** evidence from the curriculum that this statement is accurate.
0	There is **no** evidence from the curriculum that this statement is accurate.

Part 1: Oregon Baseline Criteria

Criterion 1.1: Alignment to Three-Dimensional (3-D) Learning

Materials reflect the 3-D focus of the Oregon Science Standards to integrate the disciplinary core ideas (DCI),

Metric	Rating	Evidence
1. 3-D INTEGRATION Materials consistently and explicitly integrate all of the disciplinary core ideas, science and engineering practices, and crosscutting concepts that meet the full intent of grade-level and/or grade-band standards by the end of instruction.		
Every lesson explicitly integrates and highlights a grade-level DCI. (Appendix E)		
Every lesson explicitly integrates and highlights a grade-band SEP. (Appendix F)		
Every lesson explicitly integrates and highlights a grade-band CCC. (Appendix G)		
2. NATURE of SCIENCE Materials explicitly align with the nature of science. Students experience that science and engineering is both an unfinished process and a body of knowledge. (NGSS: Appendix H).		
3. TRANSDISCIPLINARY CONNECTIONS Materials include meaningful connections across disciplines to create learning opportunities for greater depth and complexity to address relevant engineering, scientific and societal challenges (e.g. STEM, mathematics, social science, language arts, health, career connected learning).		

Criterion 1.2: Science Phenomena & Engineering Design-Based Engagement			
Materials center science phenomena and engineering design problems that drive student learning and engage			
Metric	**Rating**	**Evidence**	
1. PHENOMENA-DRIVEN Units are phenomena (science) or problem-driven (engineering).			
Phenomena or problems explicitly drive learning goals across the three dimensions.			
Phenomena or problems create shared student experiences as entry points to learning.			
2. SENSE-MAKING/PROBLEM SOLVING Materials center opportunities for students to make sense of phenomena and problems.			
Materials allow students to communicate their thinking through reflection, explanation (apply scientific understandings to make sense of phenomena) and designing solutions to problems.			

Criterion 1.3: Learning Progressions & Coherent Storylines

Materials integrate conceptual understanding linked to empirical evidence and explanations that allow

Metric	Rating	Evidence
1. COHERENT STORYLINES Each unit builds student understanding of an anchoring phenomenon or problem.		
2. DEVELOPMENTAL PROGRESSION Materials explicitly identify multiple opportunities for students to build and apply 3-D knowledge and skills within a lesson and unit.		
Materials explicitly identify how 3-D learning builds across grade levels.		
3. STUDENT AGENCY Materials include opportunities for student-driven learning sequences through questions and discourse that center students' lived experiences as they relate to the phenomenon and/or problem.		

General Notes/Questions

Part 2: Equitable Student Engagement and Cultural Pedagogy Criteria

Criterion 2.1: Engagement and Motivation

Materials reflect the 3D focus of the Oregon Science Standards to integrate the disciplinary core ideas (DCI), science and engineering practices (SEP), and crosscutting concepts (CCC) within and across grade levels and/or grade bands. Materials give opportunities for student-driven learning, and rigor is maintained across all options. Materials should focus on relevant topics, authentic contexts, and experiences, and give students the opportunity to make connections with their goals, interests, and values.

Metric	Rating	Evidence
1. RELEVANCE Materials include relevant topics of student interest and strategic access to authentic contexts and tools for students to make connections to their their daily lives, including to their homes, neighborhoods, and communities. (linked guidance, items 2-8)		
Materials support students understanding science as a sensible, useful, and worthwhile endeavor.		
2. COLLABORATIVE LEARNING Materials include tasks that provide students opportunities to engage in the process of learning collaboratively, as well as opportunities to express their learning individually		
3. INDIVIDUAL STUDENT ADAPTABILITY Materials include instructional strategies for supporting unfinished learning and teaching from prior grade levels and extensions for students who are ready to deepen their understanding of grade-level content		

Criterion 2.2: Culturally Responsive Instructional Support

Culturally responsive instruction refers to the explicit recognition and incorporation of students' cultural

Metric	Rating	Evidence
1. ASSET-BASED PERSPECTIVE Materials provide support to value and build upon students' cultural funds of knowledge.		
2. FRAMES OF REFERENCE Curriculum highlights non-dominant populations and their strengths and assets, so that students of diverse race, class, gender, ability, and sexual orientation can relate and participate fully		
If applicable, instuctional materials feature visually diverse people, and the people of color do not all look alike.		
3. INCLUSIVE CULTURAL VIEWS Materials include pathways to science competence that leverage cultural perspectives that affirm student identities and reflect knowledge of students' background experiences and social realities		
Student 3-D learning relates to students' real life experiences, communities, and/or cultures.		
Teacher materials provide support on giving students opportunities to contribute their prior knowledge and experience with a topic, not just respond to the text and information presented in class		

General Notes/Questions

Part 3: Technical Usability Criteria		
Criterion 3.1: Supports for Teachers		
The materials include opportunities for teachers to effectively plan and utilize materials with integrity and to		
Metric	**Rating**	**Evidence**
1. SUPPORTING GUIDANCE Materials provide teacher guidance with useful annotations and suggestions for how to prepare for lessons and utilize the student materials, visual models, and ancillary materials, with specific attention to engaging students to guide their scientific development		
2. SCIENCE KNOWLEDGE FOR TEACHING Materials contain adult-level explanations and examples of relevant science concepts so that teachers can improve their own knowledge of the subject.		
3. HOME CONNECTION Materials provide strategies for informing all partners–including students, parents, or caregivers– about the program and suggestions for how they can help support student progress and achievement		
Criterion 3.2: Supports for Students		
Materials have explicit teacher support with suggestions (routines, strategies, etc.) for how they can meet the		
Metric	**Rating**	**Evidence**
1. STRATEGIES FOR SPECIAL POPULATIONS Materials provide scaffolds to support students from special populations in their regular and active participation in scientific learning (i.e. students who are multilingual, students experiencing disabilities, and/or students identified as TAG)		

Metric	Rating	Evidence
2. STUDENT DIFFERENTIATION Materials provide extensions and/or opportunities for all students to engage in grade-level science learning, with multiple access points and formats in which to show their thinking.		
3. EMERGENT MULTILINGUAL STUDENT SUPPORT Materials provide strategies and support for students who read, write, and/or speak in languages other than English to enable their full participation in scientific learning. This includes, but is not limited to, visual supports.		

Criterion 3.3: Design Elements for Digital and Physical Leraning
The materials are attentive to design elements specific to structure, support for users, and adaptability of

Metric	Rating	Evidence
1. MATERIALS USABILITY The organizational structure of the physical and digital materials allows for intuitive navigation for both teachers and students.		
Videos have the option of closed captions.		
2. KIT ORGANIZATION The physical kits are user-friendly and well organized.		
3. MEDIA INTEGRATION Digital and multimedia elements support students in the intended learning outcomes, rather than distract from them.		

General Notes/Questions

Part 4: Asessment Criteria

Criterion 4.1: Formative Assessment Process

Instructional materials incorporate the formative assessment process: Materials employ clear learning

Metric	Rating	Evidence
1. CLARITY OF LEARNING GOALS Materials are designed around clear 3-D learning goals and written in grade-appropriate, student friendly language.		
2. ELICITATION OF EVIDENCE		
3. INTERPRETATION OF FEEDBACK		
4. ACTION & ADJUSTMENT Materials		

Criterion 4.2: Performance Assessments

Materials center science phenomena and engineering design problems that align with the depth,

Metric	Rating	Evidence
1. ALIGNMENT Materials include		
2. CULTURAL AFFIRMATION		
3. AUTHENTICITY Performance		
4. CLARITY & FEEDBACK		

General Notes/Questions