K-5 Science Pilot Vision/Rubric
2019-2020, 2020-2021

Vision Statement

Middleton School District provides all students with a rigorous and enriched standards-based Science curriculum that develops a passion for Phenomena, Science and Engineering Practices, and Cross Cutting Concepts that fosters successful 21st century global citizens.

Resource Criteria

Vertical Alignment ● Communication ● Support ● Commitment ● Real World Application ● Achievement

Vendor:	**Text Name:**

1. Vertical Alignment					
Criteria Statement: Provides educators, students, and parents across the district with a shared vision for student achievement through resources that align with and assesses mastery of Idaho Core Standards.		No Evidence	Some Evidence	Strong Evidence	N/A
Assessment Criteria					
1.1	Text is aligned to the Idaho State Science Content and Performance Standards.				
1.2	Coherence: Think across grades and link major concepts within.				
1.3	Does the resource provide Essential questions and/or phenomena?				
1.4	Does the resource provide suggested learning targets?				

1.5	Grade level appropriate instruction for vocabulary.				
1.6	Does the resource provide Science and Engineering Practices?				
1.7	Does the resource provide Cross Cutting Concepts?				
1.8	Grade level appropriate engagement				
Section Comments:					

2. Communication					
Criteria Statement: The curriculum provides all teachers resources to communicate with all patrons.		No Evidence	Some Evidence	Strong Evidence	N/A
Assessment Criteria					
2.1	Materials are available to support all patrons.				
2.2	Digital resources provided can be used with district adopted platforms and can be accessed by parents.				
Section Comments:					

3. Support				
Criteria Statement: Support is having the resources for students, teachers, and	No Evidence	Some Evidence	Strong Evidence	N/A

parents to successfully navigate Idaho Science standards.					
Assessment Criteria					
3.1	Does the program have hands-on manipulatives, games, and center resources to utilize in conjunction with projects?				
3.2	Are hands-on manipulatives, games, and center resources easily accessed and easily replenished?				
3.3	The program has support for bilingual students.				
3.4	The program has differentiation support (e.g., reteaching, extension).				
3.5	The program is driven by project based learning and/or performance task components (hands-on).				
3.6	The program has a systematic vocabulary.				
3.7	The program has embedded reading and writing components.				
3.8	The program has user-friendly teacher resources for support (e.g., professional development, videos, teacher guide, pacing guides.)				
3.9	The resource meets the district's technical requirements and can be supported by the infrastructure.				
Section Comments:					

4. Commitment					
Criteria Statement: The Middleton School District is committed to student success through implementing quality and common resources.		No Evidence	Some Evidence	Strong Evidence	N/A
Assessment Criteria					
4.1	Is the curriculum adaptable to your teaching style and teaching?				
4.2	Are districts with similar demographics using this curriculum with success?				
4.3	Are the Idaho Science Standards clearly included in each unit?				
4.4	Is this program user friendly?				
4.5	Does this curriculum offer a realistic time frame for daily lesson and/or unit?				
Section Comments:					

5. Real World Application					
Criteria Statement: Rigorous content is selected from a real world context with connections to learning experiences.		No Evidence	Some Evidence	Strong Evidence	N/A
Assessment Criteria					
5.1	Does the text offer technology resources (e.g. virtual field trips, digital articles)?				
5.2	Does the text contain diverse, authentic				

	real world experiences and application?				
5.3	Does the text contain content that provides connections (text to text, text to self, text to real world) that are relevant to students?				
5.4	Does the text adaptable to real world over 7 years?				
Section Comments:					

6. Achievement					
Criteria Statement: Achievement is a measurement of student mastery of standards through standards based formative, interim, and summative assessments.		No Evidence	Some Evidence	Strong Evidence	N/A
Assessment Criteria					
6.1	Different assessment formats (multiple choice, short answers, inquiry based, free response, computer based, performance task, accessibility features).				
6.2	Reading Level aligns with grade level ability and vocabulary.				
6.3	Assessment aligns with resources (consistency).				
6.4	Are rubrics included?				
6.5	Understand/investigate alignment with State testing (ISAT)				
6.6	Testing that allows for critical thinking (scientific investigations, problem-solution, etc.).				
6.7	Does the assessment provide feedback				

	to the teacher and student regarding specific standards and learning targets (SEP, CCC)?				
6.8	Can assessments be modified?				
Section Comments:					

General Comments or Impressions

Does this resource provide the opportunity to pilot the online resources that would be utilized by the district?
Yes No

Reviewed by:	**Date:**