Rating Scale **4** Strongly Agree **3** Agree **2** Disagree **1** Strongly Disagree	
Comprehensive Science Program Materials are built around 3-Dimentions of Learning and phenomena. Student Thinking elicits and engages prior knowledge, develops metacognitive abilities and problem-solving abilities. Considerations also include how well the materials use engineering design and application of science to drive content.	
Alignment to the Standards The resources and materials are aligned to the Arizona Science Standards. Standards are not merely labeled but reflected throughout the lessons. Science and Engineering practices (SEP), Cross Cutting Concepts (CC), and Core Ideas of Using and Knowing science (CI) and are clearly defined.	
Digital Component Curriculum is available digitally in both teacher and student editions, is user-friendly, has print options, and is interactive. The curriculum also includes online options for quizzes and tests.	
Assessments The assessments are available in multiple formats with a variety of question types including performance-based assessments. Assessments directly align with the state standards. Both formative and summative assessments are embedded.	
Phenomena Materials include a logical sequence with engineering and application of science as the learning focus. Phenomena is not only present in each lesson, but also guides instruction.	
Three Dimensions Materials identify the three dimensions, Science and Engineering practices (SEP), Cross Cutting Concepts (CC), and Core Ideas of Using and Knowing science (CI), and link prior knowledge, encourage students to ask questions, negotiate new understandings and apply their understanding.	
Differentiated Instruction Materials provide strategies for meeting the needs of a range of learners to support them in meeting or exceeding the grade-level standards. Materials provide opportunities to cultivate interest and confidence as scientists and engineers.	
Lesson Design Select one lesson to review. ● Phenomena help students explain aspects of real-world contexts or design solutions to science-related problems that matter to students, their communities, and society. ● Three dimensions match targeted learning goals. The dimensions negotiate new understandings encountered in the learning experience. ● Lessons allow opportunities for students to reflect and monitor their sensemaking and problem solving over time. ● Use a variety of measures and multiple assessment opportunities to demonstrate understanding of learning goals in a variety of ways. ● Engineering and design and application of Science is the learning focus.	
Cultural Relevance Materials are free from bias toward gender, race, socioeconomic status, and culture. Educator materials provide guidance to encourage teachers to draw upon student cultural and social backgrounds to facilitate learning.	
Total:	