

Science Instructional Material Review Form



1. Descriptive Information

Reviewer: _____ Date: _____
 Title of Material: _____ Year of Publication: _____
 Publisher: _____ ID Number: _____
 Publisher's Target Grade Level(s): _____
 Target Audience (if other than general classroom): _____
 Material Format(s) (check all that apply): Print DVD CD-ROM Online Other _____

2. Instructional Design

A. PROGRAM CHARACTERISTICS

	N/A	Inadequate	Satisfactory	Good
Information is accurate and current	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Content is aligned with after school environment, characteristics, and staff capacity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Theoretical or conceptual framework is clearly defined	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scope and detail of information are appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lessons are flexible (can be presented in whole, or segmented into sections)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments on Program Characteristics: _____

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2. Instructional Design (continued)

B. MATCH to CALIFORNIA STUDENT POPULATION

	Not Available	Inadequate <i>Few activities and content are accessible, and somewhat effective.</i>	Satisfactory <i>Some activities and content is accessible, and mostly effective.</i>	Good <i>All or most of the activities and content are accessible, and highly effective.</i>
Scaffolds included for English learners. <i>(Fill in and rate all that apply):</i> <input type="radio"/> Visual aids (e.g., charts, tables, captions, graphs, etc.) <input type="radio"/> Audio tapes/CDs <input type="radio"/> Pre-teaching/front-loading key concepts/vocabulary <input type="radio"/> During-lesson activities (e.g., jigsaws, thumbs-up/thumbs-down, asking questions, etc.) <input type="radio"/> Post-lesson activities (e.g., Cloze exercises, main idea lists, semantic maps, sequencing, etc.) <input type="radio"/> Other (describe):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
Modifications provided for students with special needs <i>(Fill in and rate all that apply):</i> <input type="radio"/> Building pre-requisite knowledge <input type="radio"/> Presenting key concepts one at a time <input type="radio"/> Modified assignments (e.g., length or level of difficulty, presentation medium) <input type="radio"/> Using support tools during lessons (e.g., computer, etc.) <input type="radio"/> Other (describe):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
Extensions integrated for advanced learners <i>(Fill in and rate all that apply):</i> <input type="radio"/> Assessing level of mastery of upcoming lessons <input type="radio"/> Choices of activities to achieve depth and complexity of understanding (e.g., extension, inquiry, challenges, etc.) <input type="radio"/> Choices of activities to accelerate pace (e.g., less problems when mastery is reached in exchange for more challenging tasks) <input type="radio"/> Innovative ideas and content included to strengthen content (e.g., self-guided projects, discussions, etc.) <input type="radio"/> Other (describe):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

Are the activities, content, and examples representative of diverse individuals, families, and cultures? Yes No

Are the main or supplementary materials available in languages other than English? Yes No

Specify if translated materials are provided for: Teachers Students Parents

Specify languages: _____

Comments on Match to California Student Population: _____

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2. Instructional Design (continued)

C. TEACHING METHODS				
	N/A	Inadequate	Satisfactory	Good
Structured (multiple-step) lessons led by after school staff (Check and rate only those steps addressed):				
<input type="checkbox"/> Objectives introduced at the onset of each lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Opening activity to engage students provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Key academic vocabulary introduced and reinforced throughout	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Background-building activities provided at the onset of each lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Examples of steps to complete lesson provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Lab activities provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Strategies to assess mastery level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other (List & briefly describe):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
Interactive activities led by after school staff (Check and rate only those activities addressed):				
<input type="checkbox"/> Reading books aloud to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Thinking aloud about content while reading to students (e.g., asking questions, visualizing, summarizing, clarifying, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Facilitating discussions in groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Using visual aids to enhance reading comprehension (e.g., charts, diagrams, timelines, webs, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Hands-on exploratory activities using the scientific method	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Opportunities to support individual students alone or in small groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other (List & briefly describe):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
Cooperative activities designed for student groups (Check and rate only those activities addressed):				
<input type="checkbox"/> Discussions with peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Hands-on exploratory activities with peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Opportunities to develop scientific inquiry with peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other (List & briefly describe):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
Independent (self-directed) student activities (Check and rate only those activities addressed):				
<input type="checkbox"/> Opportunities to self-monitor progress toward goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Exposure to a variety of sciences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Using study guides to enhance reading experiences (e.g., research questions, main idea checklists, spelling/vocabulary lists, tables, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Access to multi-media/technology experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other (List & briefly describe):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

Comments on Teaching Methods: _____

Science Instructional Material Review Form



3. Alignment with the California Science Standards

Evaluate only the concepts and skills addressed in this material. Provide explanatory comments and examples to support your ratings.

Does this material apply to kindergarten? <input type="checkbox"/> Yes: Complete each subsection below. <input type="checkbox"/> No: Move to the next section.		
Kindergarten	Adequate Practice and Opportunities for Concept and Skill Development	Guidance and Opportunities to Assess Concepts and Skills and Provide Feedback
(Check all that apply):		
Physical Sciences (Properties of Materials)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Object descriptions in terms of composition and physical properties (e.g., color, size, shape, etc.)		
<input type="checkbox"/> Water as a liquid or a solid	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Water evaporation	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Life Sciences (Types of plants and animals)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Appearance and behavior of plants and animals		
<input type="checkbox"/> Fictional attributes of plants and animals based on stories	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Major structures of common plants and animals (e.g., stems, leaves, roots, etc.)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Earth Sciences (Earth's Composition of Land, Air, and Water)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Characteristics of landforms		
<input type="checkbox"/> Changes in weather	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Resource identification and conservation	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Investigation and Experimentation (Scientific Process)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Observation using the five senses		
<input type="checkbox"/> Location of objects using prepositions	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Comparison and sorting of objects by attributes	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Observation communicated orally and through drawings	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Comments:		

Science Instructional Material Review Form



3. Alignment with the California Science Standards (continued)

Evaluate only the concepts and skills addressed in this material. Provide explanatory comments and examples to support your ratings.

Does this material apply to grade one? <input type="checkbox"/> Yes: Complete each subsection below. <input type="checkbox"/> No: Move to the next section.		
Grade One	Adequate Practice and Opportunities for Concept and Skill Development	Guidance and Opportunities to Assess Concepts and Skills and Provide Feedback
(Check all that apply):		
Physical Sciences (States of Materials)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Properties of solids, liquids, and gases		
<input type="checkbox"/> Changes of substances resulting from mixing, cooling, or heating	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Life Sciences (Needs of Plants and Animals)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Different kinds of environments for plants and animals		
<input type="checkbox"/> Needs of plants and animals (e.g., water, food, light, etc.)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Shapes of teeth and eating habits (e.g., sharp teeth: meat; flat teeth: plants)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Associations of roots with intake of water and soil nutrients and green leaves with making foods from sunlight	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Earth Sciences (Weather)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Tools for measuring and recording weather conditions		
<input type="checkbox"/> Weather patterns (day-to-day changes and temperature trends during seasons)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> The sun warms the land, air, and water	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Investigation and Experimentation (Scientific Process)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Descriptions using pictures		
<input type="checkbox"/> Observation recording through pictures, numbers, writing, or a bar graph	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Location of objects using two references (e.g., above and next to)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> New observations when discrepancies occur between descriptions, objects, or phenomena	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Comments:		

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3. Alignment with the California Science Standards (continued)

Evaluate only the concepts and skills addressed in this material. Provide explanatory comments and examples to support your ratings.

Does this material apply to grade two? <input type="checkbox"/> Yes: Complete each subsection below. <input type="checkbox"/> No: Move to the next section.		
Grade Two	Adequate Practice and Opportunities for Concept and Skill Development	Guidance and Opportunities to Assess Concepts and Skills and Provide Feedback
(Check all that apply):		
Physical Sciences (Motion)		
<input type="checkbox"/> Position of an object can be described in relation to another object or to the background	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> An object's motion can be described/recorded over time	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Changing the motion of objects by pushing or pulling	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Tools and machines apply forces to make movement	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Magnets used to make some objects move without being touched	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Sound described by pitch and volume	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Life Sciences (Life Cycles of Plants and Animals)		
<input type="checkbox"/> Organism reproduction	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Sequential stages of life cycles for different animals	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Characteristics of organisms	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Light, gravity, touch or environmental stress on plants	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Earth Sciences (Earth's Composition and its Effect on Humans)		
<input type="checkbox"/> Properties of rocks	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Soil's composition and differences in color, texture, capacity, etc.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Evidence of past life from fossils	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Resources provided by rock, plants, and soil	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Investigation and Experimentation (Scientific Process)		
<input type="checkbox"/> Making predictions based on observations	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Measuring length, weight, temperature and liquid volume	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

Science Instructional Material Review Form

Grade Two (continued)



<input type="checkbox"/> Describing event sequences and observations	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Using magnifiers or microscopes	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Comments:		

3. Alignment with the California Science Standards (continued)

Evaluate only the concepts and skills addressed in this material. Provide explanatory comments and examples to support your ratings.

Does this material apply to grade three? <input type="checkbox"/> Yes: Complete each subsection below. <input type="checkbox"/> No: Move to the next section.		
Grade Three	Adequate Practice and Opportunities for Concept and Skill Development	Guidance and Opportunities to Assess Concepts and Skills and Provide Feedback
(Check all that apply): Physical Sciences (Energy, Matter, and Light) <input type="checkbox"/> Energy source (sun)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Sources of stored energy (e.g., fuel, batteries)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Energy conversion of stored energy into motion and heat	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Energy transport by waves, electric current, and moving objects	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Solid, liquid, and gas forms of matter	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Atoms make up matter and are presented in the periodic table of elements	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Shadows created by blocked sunlight	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Light reflects from mirrors and other surfaces	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Life Sciences (Adaptations and Survival of Organisms) <input type="checkbox"/> Plants and animals have structures for different functions	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Diverse life forms in different environments	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Changes in the environment caused by organisms	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Extinction and survival of organisms	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Earth Sciences (Objects in the Sky) <input type="checkbox"/> Patterns of stars	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Lunar cycle and its effects on the Moon	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Use of telescopes	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> The Solar System	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

Science Instructional Material Review Form



Grade Three (continued)

Investigation and Experimentation (Scientific Process)		
<input type="checkbox"/> Repeating observations to improve accuracy of findings	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Differentiating evidence from opinion	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Using numerical data in describing and comparing things	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Predicting the outcome of a simple investigation	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Comments:		

Science Instructional Material Review Form



3. Alignment with the California Science Standards (continued)

Evaluate only the concepts and skills addressed in this material. Provide explanatory comments and examples to support your ratings.

Does this material apply to grade four? <input type="checkbox"/> Yes: Complete each subsection below. <input type="checkbox"/> No: Move to the next section.		
Grade Four	Adequate Practice and Opportunities for Concept and Skill Development	Guidance and Opportunities to Assess Concepts and Skills and Provide Feedback
(Check all that apply):		
Physical Sciences (Electricity and Magnetism)		
<input type="checkbox"/> Simple series of parallel circuits made of wires, batteries, and bulbs	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Simple compass used to detect magnetic effects	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Electric currents and magnetic fields	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Role of electromagnets in motors, generators, and simple devices	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Magnets repel and have two poles	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Energy conversion to heat, light, and motion	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Life Sciences (Organisms)		
<input type="checkbox"/> Plants as primary sources of matter and energy	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Food chains and webs	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Role of decomposers	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Living and nonliving components of ecosystems	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Survival of plants and animals in different environments	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Interdependence of plants and animals	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Earth Sciences (Rocks and Minerals)		
<input type="checkbox"/> Types of rocks and the rock cycle	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Rock-forming minerals	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Reshaping of Earth's land surface through erosion and other processes (e.g., volcanic eruptions and earthquakes)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Weathering, transport, and deposition	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

Science Instructional Material Review Form



Grade Four (continued)

Investigation and Experimentation (Scientific Process)		
<input type="checkbox"/> Differentiating observation from inference	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Measuring and estimating the weight, length, or volume	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Using cause-and-effect relationships to make predictions	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Conducting multiple trials to test predictions	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Comments:		

Science Instructional Material Review Form



3. Alignment with the California Science Standards (continued)

Evaluate only the concepts and skills addressed in this material. Provide explanatory comments and examples to support your ratings.

Does this material apply to grade five? <input type="checkbox"/> Yes: Complete each subsection below. <input type="checkbox"/> No: Move to the next section.		
Grade Five	Adequate Practice and Opportunities for Concept and Skill Development	Guidance and Opportunities to Assess Concepts and Skills and Provide Feedback
(Check all that apply):		
Physical Sciences (Elements)		
<input type="checkbox"/> Effects of chemical reactions on atoms	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> All matter is made of atoms which combine to form molecules	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Properties of metals	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> The periodic table	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Properties of solid, liquid, and gaseous substances	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Common properties of salts (e.g., NaCl)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Life Sciences (Systems of Plants and Animals)		
<input type="checkbox"/> Organisms have structures to transport materials	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Circulatory system	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Digestive system	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Excretory system	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Respiratory system	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Sugar, water, and mineral transport in vascular plants	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Earth Sciences (Water on Earth, Weather Patterns, and the Solar System)		
<input type="checkbox"/> Earth's water is present as salt water in oceans	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> The water cycle	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Limited amounts of fresh water	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Origin of water in local communities	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

Science Instructional Material Review Form



Grade Five (continued)

Weather Patterns		
<input type="checkbox"/> Convection currents	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Effects and types of severe weather	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Weather maps and forecasts	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Atmospheric pressure	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
The Solar System		
<input type="checkbox"/> The role, size, and composition of the sun	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> The bodies of the Solar System	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Investigation and Experimentation (Scientific Process)		
<input type="checkbox"/> Developing testable questions	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Identifying a single independent variable	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Selecting appropriate tools	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Using graphic representations to record data	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Drawing conclusions from evidence	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Writing a report of an investigation	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Comments:		

Science Instructional Material Review Form



3. Alignment with the California Science Standards (continued)

Evaluate only the concepts and skills addressed in this material. Provide explanatory comments and examples to support your ratings.

Does this material apply to grade six <input type="checkbox"/> Yes: Complete each subsection below. <input type="checkbox"/> No: Move to the next section.		
Grade Six <i>Focus on Earth Science</i>	Adequate Practice and Opportunities for Concept and Skill Development	Guidance and Opportunities to Assess Concepts and Skills and Provide Feedback
(Check all that apply):		
Plate Tectonics and Earth's Structure		
<input type="checkbox"/> Evidence of plate tectonics (e.g., fit of continents, earthquakes, volcanoes, etc.)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Layers of the Earth	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Earthquakes and volcanoes	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Major geologic events	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Features of California geology	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Epicenters and effects of major earthquakes	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Shaping Earth's Surface		
<input type="checkbox"/> Reshaping of topography due to weathering	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Running water as dominant process of reshaping landscape	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Rivers, streams, and beaches as dynamic systems	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Habitat changes due to earthquakes, eruptions, landslides, and floods	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Heat (Thermal Energy) (Physical Sciences)		
<input type="checkbox"/> Heat and energy transport by waves	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Fuel consumption and energy release	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Conduction and convection of matter	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Energy transfer in radiation	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Changes in weather due to pressure, heat, air movement, and humidity	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

Science Instructional Material Review Form



Grade Six (continued)

Ecology (Life Sciences)		
<input type="checkbox"/> Energy exchange in ecosystems	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Photosynthesis	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Ecological roles in similar biomes	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Ecosystems dependence on resources and abiotic factors	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Resources		
<input type="checkbox"/> Sources and utility of energy	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Natural energy and material resources (e.g., air, soil, rocks, etc.)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Origin of materials used to make common objects	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Investigation and Experimentation (Scientific Process)		
<input type="checkbox"/> Developing a hypothesis	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Selecting and using appropriate tools and technology	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Constructing graphs from data and developing qualitative statements	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Communicating steps and results from an investigation	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Recognizing whether evidence is consistent with explanation	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Reading a topographic and geographic map	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Identifying changes in natural phenomena over time	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Comments:		

Science Instructional Material Review Form



Grade Seven (continued)

<input type="checkbox"/> Structures and processes of flowering plants	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Physical Principles of Living Systems (Physical Sciences)		
<input type="checkbox"/> Visible light	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Simple lenses used in magnifying glass, the eye, a camera, a telescope, and a microscope	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Retinal cells reactions to different wavelengths	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Reflection, refraction, transmission, and absorption of light	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Body joints compared to with structures of simple machines	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> The musculoskeletal and circulatory systems	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Investigation and Experimentation (Scientific Process)		
<input type="checkbox"/> Selecting and using appropriate tools and technology	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Using print and electronic resources	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Connecting hypotheses, science concepts, tests, data, and conclusions	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Constructing scale models	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Communicating the steps and results from an investigation	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Comments:		

Science Instructional Material Review Form



3. Alignment with the California Science Standards (continued)

Evaluate only the concepts and skills addressed in this material. Provide explanatory comments and examples to support your ratings.

Does this material apply to grade eight <input type="checkbox"/> Yes: Complete each subsection below. <input type="checkbox"/> No: Move to the next section.		
Grade Eight Focus on Physical Science	Adequate Practice and Opportunities for Concept and Skill Development	Guidance and Opportunities to Assess Concepts and Skills and Provide Feedback
(Check all that apply):		
Motion	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Velocity of an object		
<input type="checkbox"/> Average speed	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Problem-solving using distance, time, and average speed	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Forces	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Unbalanced forces and changes in velocity		
<input type="checkbox"/> Direction and magnitude	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Gravity, elasticity, and friction	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Mass and force	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Structure of Matter	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Properties of elements		
<input type="checkbox"/> Compounds and their properties	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> States of matter and molecular motion	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Movement of atoms in solids, liquids, and gases	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> The periodic table	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Earth in the Solar System (Earth Sciences)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Galaxies and clusters of stars		
<input type="checkbox"/> Stars in the Milky Way	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Astronomical units and light years	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Features, composition, position, and movement of objects in the solar system	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

Science Instructional Material Review Form



Grade Eight (continued)

Reactions <input type="checkbox"/> Chemical reactions	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Physical processes without chemical reactions (e.g., freezing and boiling)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Acidic, basic, or neutral solutions	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Chemistry of Living Systems (Life Sciences) <input type="checkbox"/> The role of carbon in the chemistry of organisms	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Organisms made largely of carbon, hydrogen, nitrogen, oxygen, phosphorous, and sulfur	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Different kinds and sizes of molecules in organisms	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Periodic Table <input type="checkbox"/> Organization of the periodic table	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Properties of substances	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Density and Buoyancy <input type="checkbox"/> Buoyant force	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Density of substances	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Investigation and Experimentation (Scientific Process) <input type="checkbox"/> Planning and conducting an investigation to test a hypothesis	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Evaluating the accuracy and reproducibility of data	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Distinguishing between variables and controlled parameters	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Constructing appropriate graphs from data and developing quantitative statements	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Applying simple relationships to determine a missing quantity	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Distinguishing between linear and nonlinear relationships on a graph	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Comments:		

Comments on Alignment with English-Language Arts Standards: _____

Science Instructional Material Review Form



4. Evaluation Summary

	Poor	Low Quality	Satisfactory	High Quality	Excellent
My overall evaluation of the Instructional Design of the material is:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My overall evaluation of the Alignment with Science Standards in this material is:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My overall evaluation is:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do you recommend acquiring this material for the California After School Resource Center statewide circulating collection? (check one)

_____ **Highly Recommended.** Highest-quality science instructional material. It should be made available to California teachers as part of the Resource Center’s collection.

_____ **Recommended.** Good-quality science instructional material. It may enhance the Resource Center’s collection. Consider adding to the collection.

_____ **Not Recommended.** Average- or poor-quality science instructional materials. Not recommended for the Resource Center’s collection.

Comments on your recommendations: _____

5. Material Description - Specify the grade level and audience for whom **you think** the curriculum is appropriate. (Check all that apply)

For use with: All Youth English Learners Special Education GATE Other (Specify) _____

Grade level: PreK - K K - 3 4 - 6 6 - 8 9 - 12

Is the material aligned with a state-adopted science program?

- Yes Specify Program(s): _____
- No

Provide a brief description of the material: _____

6. Reviewer’s Notes - Provide suggestions to teachers and other users, such as strengths of the material, possible applications, appropriate target audiences, teaching ideas, teaching alerts, connections with other resources, additional costs to implement lessons, etc.:
