

Instructional Materials Criterion Form Biology Standards

Students will:

BIO 1: Use models to compare and contrast how the structural characteristics of carbohydrates, nucleic acids, proteins, and lipids define their function in organisms.					
0 = Rarely adheres to the criteria 1 = Occasionally adheres to the criteria 2 = Sometimes adheres to the criteria 3 = Adheres to the criteria 4 = Exceeds the criteria					
Place a check in the appropriate box for each of the criteria after review	0	1	2	3	4
1. Grade appropriate evidence of the science and engineering practices (SEP) is evident.					
2. Grade appropriate evidence of the crosscutting concepts (CCC) is evident.					
3. Grade appropriate evidence that the disciplinary core idea (DCI) is evident.					
4. Materials focus on an integration of SEP's and CCC's into the in-depth learning of the DCI.					
5. Learning experiences fit together coherently and help students develop proficiency on this standard.					
6. Learning opportunities include instructional strategies that facilitate three-dimensional learning in an integrated fashion to support making sense of phenomena and/or designing solutions to problems through inquiry and engineering design experiences.					
7. Integrates engineering and technology as significant elements in the learning experiences.					
8. Provides relevant grade-appropriate connections to the math and ELA standards. <input type="checkbox"/> (a) Math Standards Connections Visible <input type="checkbox"/> (b) ELA Standards Connections Visible					
9. Provides scaffolded supports for teachers to facilitate learning of the practices so that students are increasingly responsible for making sense of phenomena and/or designing solutions to problems.					
10. Provides opportunities for grade-appropriate scientific discourse, scientific writing, and academic vocabulary in the context of the learning experience.					
11. Adheres to safety rules and emphasizes the importance of safety in science procedures, labs, and experiments.					
STEP 1: Tabulate the total points for each column. Add column totals and transfer to compilation form					

Documentation of how the standard is met. Cite examples from the material (chapter and page numbers OR module and tab name)
Portions of the standard that are missing or not well developed in the instructional material (if any):
Comments:

Instructional Materials Criterion Form Biology Standards

Students will:

BIO 2: Obtain, evaluate, and communicate information to describe the function and diversity of organelles and structures in various types of cells (e.g., muscle cells having a large amount of mitochondria, plasmids in bacteria, chloroplasts in plant cells).					
0 = Rarely adheres to the criteria 1 = Occasionally adheres to the criteria 2 = Sometimes adheres to the criteria 3 = Adheres to the criteria 4 = Exceeds the criteria					
Place a check in the appropriate box for each of the criteria after review	0	1	2	3	4
1. Grade appropriate evidence of the science and engineering practices (SEP) is evident.					
2. Grade appropriate evidence of the crosscutting concepts (CCC) is evident.					
3. Grade appropriate evidence that the disciplinary core idea (DCI) is evident.					
4. Materials focus on an integration of SEP's and CCC's into the in-depth learning of the DCI.					
5. Learning experiences fit together coherently and help students develop proficiency on this standard.					
6. Learning opportunities include instructional strategies that facilitate three-dimensional learning in an integrated fashion to support making sense of phenomena and/or designing solutions to problems through inquiry and engineering design experiences.					
7. Integrates engineering and technology as significant elements in the learning experiences.					
8. Provides relevant grade-appropriate connections to the math and ELA standards. <input type="checkbox"/> (a) Math Standards Connections Visible <input type="checkbox"/> (b) ELA Standards Connections Visible					
9. Provides scaffolded supports for teachers to facilitate learning of the practices so that students are increasingly responsible for making sense of phenomena and/or designing solutions to problems.					
10. Provides opportunities for grade-appropriate scientific discourse, scientific writing, and academic vocabulary in the context of the learning experience.					
11. Adheres to safety rules and emphasizes the importance of safety in science procedures, labs, and experiments.					
STEP 1: Tabulate the total points for each column. Add column totals and transfer to compilation form.					

Documentation of how the standard is met. Cite examples from the material (chapter and page numbers OR module and tab name)
Portions of the standard that are missing or not well developed in the instructional material (if any):
Comments:

Instructional Materials Criterion Form Biology Standards

Students will:

BIO 3: Formulate an evidence-based explanation regarding how the composition of deoxyribonucleic acid (DNA) determines the structural organization of proteins.

- a. Obtain and evaluate experiments of major scientists and communicate their contributions to the development of the structure of DNA and to the development of the central dogma of molecular biology.
- b. Obtain, evaluate, and communicate information that explains how advancements in genetic technology (e.g., Human Genome Project, **Encyclopedia of DNA Elements [ENCODE]** project, 1000 Genomes Project) have contributed to the understanding as to how a genetic change at the DNA level may affect proteins, and in turn, influence the appearance of traits.
- c. Obtain information to identify errors that occur during DNA replication (e.g., deletion, insertion, translocation, substitution, inversion, frame-shift, point mutations).

0 = Rarely adheres to the criteria 1= Occasionally adheres to the criteria 2 = Sometimes adheres to the criteria
3= Adheres to the criteria 4 = Exceeds the criteria

Place a check in the appropriate box for each of the criteria after review	0	1	2	3	4
1. Grade appropriate evidence of the science and engineering practices (SEP) is evident.					
2. Grade appropriate evidence of the crosscutting concepts (CCC) is evident.					
3. Grade appropriate evidence that the disciplinary core idea (DCI) is evident.					
4. Materials focus on an integration of SEP's and CCC's into the in-depth learning of the DCI.					
5. Learning experiences fit together coherently and help students develop proficiency on this standard.					
6. Learning opportunities include instructional strategies that facilitate three-dimensional learning in an integrated fashion to support making sense of phenomena and/or designing solutions to problems through inquiry and engineering design experiences.					
7. Integrates engineering and technology as significant elements in the learning experiences.					
8. Provides relevant grade-appropriate connections to the math and ELA standards.					
<input type="checkbox"/> (a) Math Standards Connections Visible <input type="checkbox"/> (b) ELA Standards Connections Visible					
9. Provides scaffolded supports for teachers to facilitate learning of the practices so that students are increasingly responsible for making sense of phenomena and/or designing solutions to problems.					
10. Provides opportunities for grade-appropriate scientific discourse, scientific writing, and academic vocabulary in the context of the learning experience.					
11. Adheres to safety rules and emphasizes the importance of safety in science procedures, labs, and experiments.					

STEP 1: Tabulate the total points for each column. Add column totals and transfer to compilation form.

--	--	--	--	--	--

Documentation of how the standard is met. Cite examples from the material (chapter and page numbers OR module and tab name)

Portions of the standard that are missing or not well developed in the instructional material (if any):

Comments:

Instructional Materials Criterion Form Biology Standards

Students will:

BIO 4: Develop and use models to explain the role of the cell cycle during growth and maintenance in multicellular organisms (e.g., normal growth and/or uncontrolled growth resulting in tumors).					
0 = Rarely adheres to the criteria 1= Occasionally adheres to the criteria 2 = Sometimes adheres to the criteria 3= Adheres to the criteria 4 = Exceeds the criteria					
Place a check in the appropriate box for each of the criteria after review	0	1	2	3	4
1. Grade appropriate evidence of the science and engineering practices (SEP) is evident.					
2. Grade appropriate evidence of the crosscutting concepts (CCC) is evident.					
3. Grade appropriate evidence that the disciplinary core idea (DCI) is evident.					
4. Materials focus on an integration of SEP's and CCC's into the in-depth learning of the DCI.					
5. Learning experiences fit together coherently and help students develop proficiency on this standard.					
6. Learning opportunities include instructional strategies that facilitate three-dimensional learning in an integrated fashion to support making sense of phenomena and/or designing solutions to problems through inquiry and engineering design experiences.					
7. Integrates engineering and technology as significant elements in the learning experiences.					
8. Provides relevant grade-appropriate connections to the math and ELA standards. <input type="checkbox"/> (a) Math Standards Connections Visible <input type="checkbox"/> (b) ELA Standards Connections Visible					
9. Provides scaffolded supports for teachers to facilitate learning of the practices so that students are increasingly responsible for making sense of phenomena and/or designing solutions to problems.					
10. Provides opportunities for grade-appropriate scientific discourse, scientific writing, and academic vocabulary in the context of the learning experience.					
11. Adheres to safety rules and emphasizes the importance of safety in science procedures, labs, and experiments.					
Tabulate the total number of checks for each column.					
Transfer the total number of checks for each column to the chart on the Compilation Form.					

Documentation of how the standard is met. Cite examples from the material (chapter and page numbers OR module and tab name)
Portions of the standard that are missing or not well developed in the instructional material (if any):
Comments:

Instructional Materials Criterion Form Biology Standards

Students will:

BIO 5: Plan and carry out investigations to explain feedback mechanisms (e.g., sweating and shivering) and cellular processes (e.g., active and passive transport) that maintain homeostasis. a. Plan and carry out investigations to explain how the unique properties of water (e.g., polarity, cohesion, adhesion) are vital to maintaining homeostasis in organisms.					
0 = Rarely adheres to the criteria 1 = Occasionally adheres to the criteria 2 = Sometimes adheres to the criteria 3 = Adheres to the criteria 4 = Exceeds the criteria					
Place a check in the appropriate box for each of the criteria after review					
	0	1	2	3	4
1. Grade appropriate evidence of the science and engineering practices (SEP) is evident.					
2. Grade appropriate evidence of the crosscutting concepts (CCC) is evident.					
3. Grade appropriate evidence that the disciplinary core idea (DCI) is evident.					
4. Materials focus on an integration of SEP's and CCC's into the in-depth learning of the DCI.					
5. Learning experiences fit together coherently and help students develop proficiency on this standard.					
6. Learning opportunities include instructional strategies that facilitate three-dimensional learning in an integrated fashion to support making sense of phenomena and/or designing solutions to problems through inquiry and engineering design experiences.					
7. Integrates engineering and technology as significant elements in the learning experiences.					
8. Provides relevant grade-appropriate connections to the math and ELA standards. <input type="checkbox"/> (a) Math Standards Connections Visible <input type="checkbox"/> (b) ELA Standards Connections Visible					
9. Provides scaffolded supports for teachers to facilitate learning of the practices so that students are increasingly responsible for making sense of phenomena and/or designing solutions to problems.					
10. Provides opportunities for grade-appropriate scientific discourse, scientific writing, and academic vocabulary in the context of the learning experience.					
11. Adheres to safety rules and emphasizes the importance of safety in science procedures, labs, and experiments.					
STEP 1: Tabulate the total points for each column. Add column totals and transfer to compilation form.					

Documentation of how the standard is met. Cite examples from the material (chapter and page numbers OR module and tab name)
Portions of the standard that are missing or not well developed in the instructional material (if any):
Comments:

Instructional Materials Criterion Form Biology Standards

Students will:

BIO 6: Analyze and interpret data from investigations to explain the role of products and reactants of photosynthesis and cellular respiration in the cycling of matter and the flow of energy. a. Plan and carry out investigations to explain the interactions among pigments, absorption of light, and reflection of light.					
0 = Rarely adheres to the criteria 1= Occasionally adheres to the criteria 2 = Sometimes adheres to the criteria 3= Adheres to the criteria 4 = Exceeds the criteria					
Place a check in the appropriate box for each of the criteria after review	0	1	2	3	4
1. Grade appropriate evidence of the science and engineering practices (SEP) is evident.					
2. Grade appropriate evidence of the crosscutting concepts (CCC) is evident.					
3. Grade appropriate evidence that the disciplinary core idea (DCI) is evident.					
4. Materials focus on an integration of SEP's and CCC's into the in-depth learning of the DCI.					
5. Learning experiences fit together coherently and help students develop proficiency on this standard.					
6. Learning opportunities include instructional strategies that facilitate three-dimensional learning in an integrated fashion to support making sense of phenomena and/or designing solutions to problems through inquiry and engineering design experiences.					
7. Integrates engineering and technology as significant elements in the learning experiences.					
8. Provides relevant grade-appropriate connections to the math and ELA standards. <input type="checkbox"/> (a) Math Standards Connections Visible <input type="checkbox"/> (b) ELA Standards Connections Visible					
9. Provides scaffolded supports for teachers to facilitate learning of the practices so that students are increasingly responsible for making sense of phenomena and/or designing solutions to problems.					
10. Provides opportunities for grade-appropriate scientific discourse, scientific writing, and academic vocabulary in the context of the learning experience.					
11. Adheres to safety rules and emphasizes the importance of safety in science procedures, labs, and experiments.					
STEP 1: Tabulate the total points for each column. Add column totals and transfer to compilation form.					

Documentation of how the standard is met. Cite examples from the material (chapter and page numbers OR module and tab name)
Portions of the standard that are missing or not well developed in the instructional material (if any):
Comments:

Instructional Materials Criterion Form Biology Standards

Students will:

BIO7: Develop and use models to illustrate examples of ecological hierarchy levels, including biosphere, biome, ecosystem, community, population, and organism.					
0 = Rarely adheres to the criteria 1= Occasionally adheres to the criteria 2 = Sometimes adheres to the criteria 3= Adheres to the criteria 4 = Exceeds the criteria					
Place a check in the appropriate box for each of the criteria after review					
	0	1	2	3	4
1. Grade appropriate evidence of the science and engineering practices (SEP) is evident.					
2. Grade appropriate evidence of the crosscutting concepts (CCC) is evident.					
3. Grade appropriate evidence that the disciplinary core idea (DCI) is evident.					
4. Materials focus on an integration of SEP's and CCC's into the in-depth learning of the DCI.					
5. Learning experiences fit together coherently and help students develop proficiency on this standard.					
6. Learning opportunities include instructional strategies that facilitate three-dimensional learning in an integrated fashion to support making sense of phenomena and/or designing solutions to problems through inquiry and engineering design experiences.					
7. Integrates engineering and technology as significant elements in the learning experiences.					
8. Provides relevant grade-appropriate connections to the math and ELA standards.					
<input type="checkbox"/> (a) Math Standards Connections Visible					
<input type="checkbox"/> (b) ELA Standards Connections Visible					
9. Provides scaffolded supports for teachers to facilitate learning of the practices so that students are increasingly responsible for making sense of phenomena and/or designing solutions to problems.					
10. Provides opportunities for grade-appropriate scientific discourse, scientific writing, and academic vocabulary in the context of the learning experience.					
11. Adheres to safety rules and emphasizes the importance of safety in science procedures, labs, and experiments.					
STEP 1: Tabulate the total points for each column. Add column totals and transfer to compilation form.					

Documentation of how the standard is met. Cite examples from the material (chapter and page numbers OR module and tab name)
Portions of the standard that are missing or not well developed in the instructional material (if any):
Comments:

Instructional Materials Criterion Form Biology Standards

Students will:

BIO 8: Develop and use models to describe the cycling of matter (e.g., carbon, nitrogen, water) and flow of energy (e.g., food chains, food webs, biomass pyramids, ten percent law) between abiotic and biotic factors in ecosystems.					
0 = Rarely adheres to the criteria 1 = Occasionally adheres to the criteria 2 = Sometimes adheres to the criteria 3 = Adheres to the criteria 4 = Exceeds the criteria					
Place a check in the appropriate box for each of the criteria after review					
	0	1	2	3	4
1. Grade appropriate evidence of the science and engineering practices (SEP) is evident.					
2. Grade appropriate evidence of the crosscutting concepts (CCC) is evident.					
3. Grade appropriate evidence that the disciplinary core idea (DCI) is evident.					
4. Materials focus on an integration of SEP's and CCC's into the in-depth learning of the DCI.					
5. Learning experiences fit together coherently and help students develop proficiency on this standard.					
6. Learning opportunities include instructional strategies that facilitate three-dimensional learning in an integrated fashion to support making sense of phenomena and/or designing solutions to problems through inquiry and engineering design experiences.					
7. Integrates engineering and technology as significant elements in the learning experiences.					
8. Provides relevant grade-appropriate connections to the math and ELA standards. <input type="checkbox"/> (a) Math Standards Connections Visible <input type="checkbox"/> (b) ELA Standards Connections Visible					
9. Provides scaffolded supports for teachers to facilitate learning of the practices so that students are increasingly responsible for making sense of phenomena and/or designing solutions to problems.					
10. Provides opportunities for grade-appropriate scientific discourse, scientific writing, and academic vocabulary in the context of the learning experience.					
11. Adheres to safety rules and emphasizes the importance of safety in science procedures, labs, and experiments.					
STEP 1: Tabulate the total points for each column. Add column totals and transfer to compilation form.					

Documentation of how the standard is met. Cite examples from the material (chapter and page numbers OR module and tab name)
Portions of the standard that are missing or not well developed in the instructional material (if any):
Comments:

Instructional Materials Criterion Form Biology Standards

Students will:

BIO 9: Use mathematical comparisons and visual representations to support or refute explanations of factors that affect population growth (e.g., exponential, linear, logistic).					
0 = Rarely adheres to the criteria 1= Occasionally adheres to the criteria 2 = Sometimes adheres to the criteria 3= Adheres to the criteria 4 = Exceeds the criteria					
Place a check in the appropriate box for each of the criteria after review					
	0	1	2	3	4
1. Grade appropriate evidence of the science and engineering practices (SEP) is evident.					
2. Grade appropriate evidence of the crosscutting concepts (CCC) is evident.					
3. Grade appropriate evidence that the disciplinary core idea (DCI) is evident.					
4. Materials focus on an integration of SEP's and CCC's into the in-depth learning of the DCI.					
5. Learning experiences fit together coherently and help students develop proficiency on this standard.					
6. Learning opportunities include instructional strategies that facilitate three-dimensional learning in an integrated fashion to support making sense of phenomena and/or designing solutions to problems through inquiry and engineering design experiences.					
7. Integrates engineering and technology as significant elements in the learning experiences.					
8. Provides relevant grade-appropriate connections to the math and ELA standards. <input type="checkbox"/> (a) Math Standards Connections Visible <input type="checkbox"/> (b) ELA Standards Connections Visible					
9. Provides scaffolded supports for teachers to facilitate learning of the practices so that students are increasingly responsible for making sense of phenomena and/or designing solutions to problems.					
10. Provides opportunities for grade-appropriate scientific discourse, scientific writing, and academic vocabulary in the context of the learning experience.					
11. Adheres to safety rules and emphasizes the importance of safety in science procedures, labs, and experiments.					
STEP 1: Tabulate the total points for each column. Add column totals and transfer to compilation form.					
Documentation of how the standard is met. Cite examples from the material (chapter and page numbers OR module and tab name)					
Portions of the standard that are missing or not well developed in the instructional material (if any):					
Comments:					

Instructional Materials Criterion Form Biology Standards

Students will:

BIO 10: Construct an explanation and design a real-world solution to address changing conditions and ecological succession caused by density-dependent and/or density-independent factors.*									
0 = Rarely adheres to the criteria 1= Occasionally adheres to the criteria 2 = Sometimes adheres to the criteria 3= Adheres to the criteria 4 = Exceeds the criteria									
Place a check in the appropriate box for each of the criteria after review					0	1	2	3	4
1. Grade appropriate evidence of the science and engineering practices (SEP) is evident.									
2. Grade appropriate evidence of the crosscutting concepts (CCC) is evident.									
3. Grade appropriate evidence that the disciplinary core idea (DCI) is evident.									
4. Materials focus on an integration of SEP's and CCC's into the in-depth learning of the DCI.									
5. Learning experiences fit together coherently and help students develop proficiency on this standard.									
6. Learning opportunities include instructional strategies that facilitate three-dimensional learning in an integrated fashion to support making sense of phenomena and/or designing solutions to problems through inquiry and engineering design experiences.									
7. Integrates engineering and technology as significant elements in the learning experiences.									
8. Provides relevant grade-appropriate connections to the math and ELA standards. <input type="checkbox"/> (a) Math Standards Connections Visible <input type="checkbox"/> (b) ELA Standards Connections Visible									
9. Provides scaffolded supports for teachers to facilitate learning of the practices so that students are increasingly responsible for making sense of phenomena and/or designing solutions to problems.									
10. Provides opportunities for grade-appropriate scientific discourse, scientific writing, and academic vocabulary in the context of the learning experience.									
11. Adheres to safety rules and emphasizes the importance of safety in science procedures, labs, and experiments.									
STEP 1: Tabulate the total points for each column. Add column totals and transfer to compilation form.									

Documentation of how the standard is met. Cite examples from the material (chapter and page numbers OR module and tab name)
Portions of the standard that are missing or not well developed in the instructional material (if any):
Comments:

Instructional Materials Criterion Form Biology Standards

Students will:

BIO 11: Analyze and interpret data collected from probability calculations to explain the variation of expressed traits within a population.	0	1	2	3	4
a. Use mathematics and computation to predict phenotypic and genotypic ratios and percentages by constructing Punnett squares, including using both homozygous and heterozygous allele pairs					
b. Develop and use models to demonstrate codominance, incomplete dominance, and Mendel's laws of segregation and independent assortment.					
c. Analyze and interpret data (e.g., pedigree charts, family and population studies) regarding Mendelian and complex genetic disorders (e.g., sickle-cell anemia, cystic fibrosis, type 2 diabetes) to determine patterns of genetic inheritance and disease risks from both genetic and environmental factors.					
1. Grade appropriate evidence of the science and engineering practices (SEP) is evident.					
2. Grade appropriate evidence of the crosscutting concepts (CCC) is evident.					
3. Grade appropriate evidence that the disciplinary core idea (DCI) is evident.					
4. Materials focus on an integration of SEP's and CCC's into the in-depth learning of the DCI.					
5. Learning experiences fit together coherently and help students develop proficiency on this standard.					
6. Learning opportunities include instructional strategies that facilitate three-dimensional learning in an integrated fashion to support making sense of phenomena and/or designing solutions to problems through inquiry and engineering design experiences.					
7. Integrates engineering and technology as significant elements in the learning experiences.					
8. Provides relevant grade-appropriate connections to the math and ELA standards.					
<input type="checkbox"/> (a) Math Standards Connections Visible					
<input type="checkbox"/> (b) ELA Standards Connections Visible					
9. Provides scaffolded supports for teachers to facilitate learning of the practices so that students are increasingly responsible for making sense of phenomena and/or designing solutions to problems.					
10. Provides opportunities for grade-appropriate scientific discourse, scientific writing, and academic vocabulary in the context of the learning experience.					
11. Adheres to safety rules and emphasizes the importance of safety in science procedures, labs, and experiments.					
STEP 1: Tabulate the total points for each column. Add column totals and transfer to compilation form.					
Documentation of how the standard is met. Cite examples from the material (chapter and page numbers OR module and tab name)					
Portions of the standard that are missing or not well developed in the instructional material (if any):					
Comments:					

Instructional Materials Criterion Form Biology Standards

Students will:

BIO 12: Develop and use a model to analyze the structure of chromosomes and how new genetic combinations occur through the process of meiosis. a. Analyze data to draw conclusions about genetic disorders caused by errors in meiosis (e.g., Down syndrome, Turner syndrome).					
0 = Rarely adheres to the criteria 1= Occasionally adheres to the criteria 2 = Sometimes adheres to the criteria 3= Adheres to the criteria 4 = Exceeds the criteria					
Place a check in the appropriate box for each of the criteria after review	0	1	2	3	4
1. Grade appropriate evidence of the science and engineering practices (SEP) is evident.					
2. Grade appropriate evidence of the crosscutting concepts (CCC) is evident.					
3. Grade appropriate evidence that the disciplinary core idea (DCI) is evident.					
4. Materials focus on an integration of SEP's and CCC's into the in-depth learning of the DCI.					
5. Learning experiences fit together coherently and help students develop proficiency on this standard.					
6. Learning opportunities include instructional strategies that facilitate three-dimensional learning in an integrated fashion to support making sense of phenomena and/or designing solutions to problems through inquiry and engineering design experiences.					
7. Integrates engineering and technology as significant elements in the learning experiences.					
8. Provides relevant grade-appropriate connections to the math and ELA standards. <input type="checkbox"/> (a) Math Standards Connections Visible <input type="checkbox"/> (b) ELA Standards Connections Visible					
9. Provides scaffolded supports for teachers to facilitate learning of the practices so that students are increasingly responsible for making sense of phenomena and/or designing solutions to problems.					
10. Provides opportunities for grade-appropriate scientific discourse, scientific writing, and academic vocabulary in the context of the learning experience.					
11. Adheres to safety rules and emphasizes the importance of safety in science procedures, labs, and experiments.					
STEP 1: Tabulate the total points for each column. Add column totals and transfer to compilation form.					

Documentation of how the standard is met. Cite examples from the material (chapter and page numbers OR module and tab name)
Portions of the standard that are missing or not well developed in the instructional material (if any):
Comments:

Instructional Materials Criterion Form Biology Standards

Students will:

BIO 13: Obtain, evaluate, and communicate information to explain how organisms are classified by physical characteristics, organized into levels of taxonomy, and identified by binomial nomenclature (e.g., taxonomic classification, dichotomous keys). a. Engage in argument to justify the grouping of viruses in a category separate from living things.					
0 = Rarely adheres to the criteria 1 = Occasionally adheres to the criteria 2 = Sometimes adheres to the criteria 3 = Adheres to the criteria 4 = Exceeds the criteria					
Place a check in the appropriate box for each of the criteria after review					
	0	1	2	3	4
1. Grade appropriate evidence of the science and engineering practices (SEP) is evident.					
2. Grade appropriate evidence of the crosscutting concepts (CCC) is evident.					
3. Grade appropriate evidence that the disciplinary core idea (DCI) is evident.					
4. Materials focus on an integration of SEP's and CCC's into the in-depth learning of the DCI.					
5. Learning experiences fit together coherently and help students develop proficiency on this standard.					
6. Learning opportunities include instructional strategies that facilitate three-dimensional learning in an integrated fashion to support making sense of phenomena and/or designing solutions to problems through inquiry and engineering design experiences.					
7. Integrates engineering and technology as significant elements in the learning experiences.					
8. Provides relevant grade-appropriate connections to the math and ELA standards. <input type="checkbox"/> (a) Math Standards Connections Visible <input type="checkbox"/> (b) ELA Standards Connections Visible					
9. Provides scaffolded supports for teachers to facilitate learning of the practices so that students are increasingly responsible for making sense of phenomena and/or designing solutions to problems.					
10. Provides opportunities for grade-appropriate scientific discourse, scientific writing, and academic vocabulary in the context of the learning experience.					
11. Adheres to safety rules and emphasizes the importance of safety in science procedures, labs, and experiments.					
STEP 1: Tabulate the total points for each column. Add column totals and transfer to compilation form.					

Documentation of how the standard is met. Cite examples from the material (chapter and page numbers OR module and tab name)
Portions of the standard that are missing or not well developed in the instructional material (if any):
Comments:

Instructional Materials Criterion Form
Biology Standards

Students will:

BIO 14: Analyze and interpret data to evaluate adaptations resulting from natural and artificial selection that may cause changes in populations over time (e.g., antibiotic-resistant bacteria, beak types, peppered moths, pest-resistant crops).					
0 = Rarely adheres to the criteria 1= Occasionally adheres to the criteria 2 = Sometimes adheres to the criteria 3= Adheres to the criteria 4 = Exceeds the criteria					
Place a check in the appropriate box for each of the criteria after review					
	0	1	2	3	4
1. Grade appropriate evidence of the science and engineering practices (SEP) is evident.					
2. Grade appropriate evidence of the crosscutting concepts (CCC) is evident.					
3. Grade appropriate evidence that the disciplinary core idea (DCI) is evident.					
4. Materials focus on an integration of SEP's and CCC's into the in-depth learning of the DCI.					
5. Learning experiences fit together coherently and help students develop proficiency on this standard.					
6. Learning opportunities include instructional strategies that facilitate three-dimensional learning in an integrated fashion to support making sense of phenomena and/or designing solutions to problems through inquiry and engineering design experiences.					
7. Integrates engineering and technology as significant elements in the learning experiences.					
8. Provides relevant grade-appropriate connections to the math and ELA standards. <input type="checkbox"/> (a) Math Standards Connections Visible <input type="checkbox"/> (b) ELA Standards Connections Visible					
9. Provides scaffolded supports for teachers to facilitate learning of the practices so that students are increasingly responsible for making sense of phenomena and/or designing solutions to problems.					
10. Provides opportunities for grade-appropriate scientific discourse, scientific writing, and academic vocabulary in the context of the learning experience.					
11. Adheres to safety rules and emphasizes the importance of safety in science procedures, labs, and experiments.					
STEP 1: Tabulate the total points for each column. Add column totals and transfer to compilation form.					

Documentation of how the standard is met. Cite examples from the material (chapter and page numbers OR module and tab name)
Portions of the standard that are missing or not well developed in the instructional material (if any):
Comments:

Instructional Materials Criterion Form Biology Standards

Students will:

BIO 15: Engage in argument from evidence (e.g., mathematical models such as distribution graphs) to explain how the diversity of organisms is affected by overpopulation of species, variation due to genetic mutations, and competition for limited resources.					
0 = Rarely adheres to the criteria 1= Occasionally adheres to the criteria 2 = Sometimes adheres to the criteria 3= Adheres to the criteria 4 = Exceeds the criteria					
Place a check in the appropriate box for each of the criteria after review					
	0	1	2	3	4
1. Grade appropriate evidence of the science and engineering practices (SEP) is evident.					
2. Grade appropriate evidence of the crosscutting concepts (CCC) is evident.					
3. Grade appropriate evidence that the disciplinary core idea (DCI) is evident.					
4. Materials focus on an integration of SEP's and CCC's into the in-depth learning of the DCI.					
5. Learning experiences fit together coherently and help students develop proficiency on this standard.					
6. Learning opportunities include instructional strategies that facilitate three-dimensional learning in an integrated fashion to support making sense of phenomena and/or designing solutions to problems through inquiry and engineering design experiences.					
7. Integrates engineering and technology as significant elements in the learning experiences.					
8. Provides relevant grade-appropriate connections to the math and ELA standards. <input type="checkbox"/> (a) Math Standards Connections Visible <input type="checkbox"/> (b) ELA Standards Connections Visible					
9. Provides scaffolded supports for teachers to facilitate learning of the practices so that students are increasingly responsible for making sense of phenomena and/or designing solutions to problems.					
10. Provides opportunities for grade-appropriate scientific discourse, scientific writing, and academic vocabulary in the context of the learning experience.					
11. Adheres to safety rules and emphasizes the importance of safety in science procedures, labs, and experiments.					
STEP 1: Tabulate the total points for each column. Add column totals and transfer to compilation form.					

Documentation of how the standard is met. Cite examples from the material (chapter and page numbers OR module and tab name)
Portions of the standard that are missing or not well developed in the instructional material (if any):
Comments:

Instructional Materials Criterion Form Biology Standards

Students will:

BIO 16: Analyze scientific evidence (e.g., DNA, fossil records, cladograms, biogeography) to support hypotheses of common ancestry and biological evolution.					
0 = Rarely adheres to the criteria 1= Occasionally adheres to the criteria 2 = Sometimes adheres to the criteria 3= Adheres to the criteria 4 = Exceeds the criteria					
Place a check in the appropriate box for each of the criteria after review	0	1	2	3	4
1. Grade appropriate evidence of the science and engineering practices (SEP) is evident.					
2. Grade appropriate evidence of the crosscutting concepts (CCC) is evident.					
3. Grade appropriate evidence that the disciplinary core idea (DCI) is evident.					
4. Materials focus on an integration of SEP's and CCC's into the in-depth learning of the DCI.					
5. Learning experiences fit together coherently and help students develop proficiency on this standard.					
6. Learning opportunities include instructional strategies that facilitate three-dimensional learning in an integrated fashion to support making sense of phenomena and/or designing solutions to problems through inquiry and engineering design experiences.					
7. Integrates engineering and technology as significant elements in the learning experiences.					
8. Provides relevant grade-appropriate connections to the math and ELA standards. <input type="checkbox"/> (a) Math Standards Connections Visible <input type="checkbox"/> (b) ELA Standards Connections Visible					
9. Provides scaffolded supports for teachers to facilitate learning of the practices so that students are increasingly responsible for making sense of phenomena and/or designing solutions to problems.					
10. Provides opportunities for grade-appropriate scientific discourse, scientific writing, and academic vocabulary in the context of the learning experience.					
11. Adheres to safety rules and emphasizes the importance of safety in science procedures, labs, and experiments.					
STEP 1: Tabulate the total points for each column. Add column totals and transfer to compilation form.					
Documentation of how the standard is met. Cite examples from the material (chapter and page numbers OR module and tab name)					
Portions of the standard that are missing or not well developed in the instructional material (if any):					
Comments:					