Instructional Materials Criterion Form
Eighth Grade Science Standards

Students will:

8-1: Analyze patterns within the periodic table to construct models (e.g., molecular-level models, including drawings; computer representations) that illustrate the structure, composition, and characteristics of atoms and molecules.					
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. □ (a) Math Standards Connections Visible □ (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:

Textbook Series/Title: _____ Reviewer Initials_____

Instructional Materials Criterion Form
Eighth Grade Science Standards

Students will:

8-2: Plan and carry out investigations to generate evidence supporting the claim that one pure substance can be distinguished from another based on characteristic properties.

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. □ (a) Math Standards Connections Visible □ (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:

Textbook Series/Title: _____ Reviewer Initials_____

Instructional Materials Criterion Form
Eighth Grade Science Standards

Students will:

8-3: Construct explanations based on evidence from investigations to differentiate among compounds, mixtures, and solutions. a. Collect and analyze information to illustrate how synthetic materials (e.g., medicine, food additives, alternative fuels, plastics) are derived from natural resources and how they impact society.					
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. □ (a) Math Standards Connections Visible □ (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:

Textbook Series/Title: _____ Reviewer Initials_____

Instructional Materials Criterion Form
Eighth Grade Science Standards

Students will:

8-4: Design and conduct an experiment to determine changes in particle motion, temperature, and state of a pure substance when thermal energy is added to or removed from a system.					
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. □ (a) Math Standards Connections Visible □ (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:

Textbook Series/Title: _____ Reviewer Initials_____

Instructional Materials Criterion Form
Eighth Grade Science Standards

Students will:

8-5: Observe and analyze characteristic properties of substances (e.g., odor, density, solubility, flammability, melting point, boiling point) before and after the substances combine to determine if a chemical reaction has occurred.

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. □ (a) Math Standards Connections Visible □ (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:

Textbook Series/Title: _____ Reviewer Initials_____

Instructional Materials Criterion Form
Eighth Grade Science Standards

Students will:

8-6: Create a model, diagram, or digital simulation to describe conservation of mass in a chemical reaction and explain the resulting differences between products and reactants.

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. □ (a) Math Standards Connections Visible □ (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:

Textbook Series/Title: _____ Reviewer Initials_____

Instructional Materials Criterion Form
Eighth Grade Science Standards

Students will:

8-7: Design, construct, and test a device (e.g., glow stick, hand warmer, hot or cold pack, thermal wrap) that either releases or absorbs thermal energy by chemical reactions (e.g., dissolving ammonium chloride or calcium chloride in water) and modify the device as needed based on criteria (e.g., amount/concentration, time, temperature).*					
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. □ (a) Math Standards Connections Visible □ (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:

Textbook Series/Title: _____ Reviewer Initials_____

Instructional Materials Criterion Form
Eighth Grade Science Standards

Students will:

8-8: Use Newton's first law to demonstrate and explain that an object is either at rest or moves at a constant velocity unless acted upon by an external force (e.g., model car on a table remaining at rest until pushed).

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. □ (a) Math Standards Connections Visible □ (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:

Textbook Series/Title: _____ Reviewer Initials_____

Instructional Materials Criterion Form
Eighth Grade Science Standards

Students will:

8-9: Use Newton's second law to demonstrate and explain how changes in an object's motion depend on the sum of the external forces on the object and the mass of the object (e.g., billiard balls moving when hit with a cue stick).					
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. □ (a) Math Standards Connections Visible □ (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:

Textbook Series/Title: _____ Reviewer Initials_____

Instructional Materials Criterion Form
Eighth Grade Science Standards

Students will:

8-10: Use Newton's third law to design a model to demonstrate and explain the resulting motion of two colliding objects (e.g., two cars bumping into each other, a hammer hitting a nail).*					
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. □ (a) Math Standards Connections Visible □ (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:

Textbook Series/Title: _____ Reviewer Initials_____

Instructional Materials Criterion Form
Eighth Grade Science Standards

Students will:

8-11: Plan and carry out investigations to evaluate how various factors (e.g., electric force produced between two charged objects at various positions; magnetic force produced by an electromagnet with varying number of wire turns, varying number or size of dry cells, and varying size of iron core) affect the strength of electric and magnetic forces.

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

	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. □ (a) Math Standards Connections Visible □ (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:

Textbook Series/Title: _____ Reviewer Initials_____

Instructional Materials Criterion Form
Eighth Grade Science Standards

Students will:

8-12: Construct an argument from evidence explaining that fields exist between objects exerting forces on each other (e.g., interactions of magnets, electrically charged strips of tape, electrically charged pith balls, gravitational pull of the moon creating tides) even when the objects are not in contact.

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. □ (a) Math Standards Connections Visible □ (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:

Textbook Series/Title: _____ Reviewer Initials_____

Instructional Materials Criterion Form
Eighth Grade Science Standards

Students will:

8-13: Create and analyze graphical displays of data to illustrate the relationships of kinetic energy to the mass and speed of an object (e.g., riding a bicycle at different speeds, hitting a table tennis ball versus a golf ball, rolling similar toy cars with different masses down an incline).					
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. □ (a) Math Standards Connections Visible □ (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:

Textbook Series/Title: _____ Reviewer Initials_____

Instructional Materials Criterion Form
Eighth Grade Science Standards

Students will:

8-14: Use models to construct an explanation of how a system of objects may contain varying types and amounts of potential energy (e.g., observing the movement of a roller coaster cart at various inclines, changing the tension in a rubber band, varying the number of batteries connected in a series, observing a balloon with static electrical charge being brought closer to a classmate's hair).

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. □ (a) Math Standards Connections Visible □ (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:

Textbook Series/Title: _____ Reviewer Initials_____

Instructional Materials Criterion Form
Eighth Grade Science Standards

Students will:

8-15: Analyze and interpret data from experiments to determine how various factors affect energy transfer as measured by temperature (e.g., comparing final water temperatures after different masses of ice melt in the same volume of water with the same initial temperature, observing the temperature change of samples of different materials with the same mass and the same material with different masses when adding a specific amount of energy).

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. □ (a) Math Standards Connections Visible □ (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:

Textbook Series/Title: _____ Reviewer Initials_____

Instructional Materials Criterion Form
Eighth Grade Science Standards

Students will:

8-16: Apply the law of conservation of energy to develop arguments supporting the claim that when the kinetic energy of an object changes, energy is transferred to or from the object (e.g., bowling ball hitting pins, brakes being applied to a car).

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. □ (a) Math Standards Connections Visible □ (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:

Textbook Series/Title: _____ Reviewer Initials_____

Instructional Materials Criterion Form
Eighth Grade Science Standards

Students will:

8-17: Create and manipulate a model of a simple wave to predict and describe the relationships between wave properties (e.g., frequency, amplitude, and wavelength) and energy. a. Analyze and interpret data to illustrate an electromagnetic spectrum.

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. □ (a) Math Standards Connections Visible □ (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:

Textbook Series/Title: _____ Reviewer Initials_____

Instructional Materials Criterion Form
Eighth Grade Science Standards

Students will:

8-18: Use models to demonstrate how light and sound waves differ in how they are absorbed, reflected, and transmitted through different types of media.					
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. □ (a) Math Standards Connections Visible □ (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:

Textbook Series/Title: _____ Reviewer Initials_____

Instructional Materials Criterion Form
Eighth Grade Science Standards

Students will:

8-19: Integrate qualitative information to explain that common communication devices (e.g., cellular telephones, radios, remote controls, Wi-Fi components, global positioning systems [GPS], wireless technology components) use electromagnetic waves to encode and transmit information.					
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. □ (a) Math Standards Connections Visible □ (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:

Textbook Series/Title: _____ Reviewer Initials_____