



SOESD in Partnership with Ashland, Medford, Three Rivers, Eagle Point and Prospect School Districts

This report contains a summary of the curriculum review process. Attached you will also have access to the final collaborative reviews to assist in your decision making process of adopting science curriculum in your district. The team found that none of the curriculums were 100% aligned, but they were able, through the review process, to identify the strongest programs to date. Each set of curriculum was reviewed by at least two teams. Teams consisted of two members; at least one of the members participated in the NGSS Train-the-Trainers workshop on May, 2017. The last step in the process was to complete a collaborative review and overall scoring of each curriculum.

Because the state review was an overall look at the materials, this team's objective was to take a deep dive into a unit of study. The facilitators designated the Disciplinary Core Ideas in Earth and Space Science as the thread we would follow through the grade levels looking at the progressions, as well as three dimensional teaching in each lesson of the unit (i.e., the combination of Cross cutting Concepts, Disciplinary Core Ideas, and Science and Engineering Practices).

Facilitators: Teachers representing each of the grade bands meet on June 22 and 23 to learn and plan for the one day rubric training that would be presented to the participating teachers on June 26th. Their responsibility during the review process was to trouble shoot technology, assist teachers with the reviews, and conduct the final collaborative review of each of the identified sets of materials.

Teacher Participants: Attended a one day training and calibration, June 26th, on the EQUIP Rubric from Achieve that would be used to review the unit. From June 27-28th, teams reviewed four programs. On June 29th each facilitator led their teams in a collaborative discussion around each of the rubric items and the evidence the reviewers had gathered. Together they agreed on the evidence that was to be included in the final review, the sub category ratings, and the final ratings.

On the next page you will find the final rating for each of the programs in each of the grade band areas. It is hoped that along with the state review and the review from this team you will have a more comprehensive picture of the strengths and weakness of each program.

Access to all final reports can be found: <https://goo.gl/QkYzLt>

Category Ratings:

Transfer your team's ratings from each category to the following chart and add the scores together for the overall score:

| Category I: NGSS 3D Design | | | Category II: NGSS Instructional Supports | | | Category III: Monitoring NGSS Student Progress | | | Total Score | | | |
|-------------------------------|---|---|---------------------------------------------|---|---|---------------------------------------------------|---|---|----------------|---|---|---|
| 0 | 1 | 2 | 3 | 0 | 1 | 2 | 3 | 0 | | 1 | 2 | 3 |
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| <p>Overall ratings:</p> <p>The score total is an approximate guide for the rating. Reviewers should use the evidence of quality across categories to guide the final rating. In other words, the rating could differ from the total score recommendations if the reviewer has evidence to support this variation.</p> | <p>E: Example of high quality NGSS design—High quality design for the NGSS across all three categories of the rubric; a lesson or unit with this rating will still need adjustments for a specific classroom, but the support is there to make this possible; exemplifies most criteria across Categories I, II, & III of the rubric. (total score ~8-9)</p> <p>E/I: Example of high quality NGSS design if improved—Adequate design for the NGSS, but would benefit from some improvement in one or more categories; most criteria have at least adequate evidence (total score ~6-7)</p> <p>R: Revision needed—Partially designed for the NGSS, but needs significant revision in one or more categories (total ~3-5)</p> <p>N: Not ready to review—Not designed for the NGSS; does not meet criteria (total 0-2)</p> | <p>Circle the overall rating below:</p> |
| | | <p>E E/I R N</p> |

| Final Score : Ratings DCI- Earth and Space Science | | | | | | | |
|-------------------------------------------------------------|---------------------|-------|-----------------------------|-------------------|-----------------|----------------|-------------------------|
| | *STEM Scopes Oregon | IQWST | *Discovery Science Techbook | Exploring Science | Inspire Science | Glencoe | Or. Interactive Science |
| K-2 Band | 1 : R | | 5 : E/I | 0 : R | 8 : E | | |
| 3-5 Band | 3 : R | | 8 : E | 4 : R | | | |
| 6-8 Band | 4 : R | 0 : N | 6 : E/I | | | 2 : N | 7 : E |
| 9-12 Band | 5 : R | | 1 : N | | | 1 : N | |
| Final Score : Ratings Additional 9-12 Science text books | | | | | | | |
| 9-12 Band- Other reviews | *STEM Scopes Oregon | IQWST | *Discovery Science Techbook | Exploring Science | Inspire Science | Glencoe | Or. Interactive Science |
| Biology | 5 : R | | Not # reviewed | | | 3 : R | |
| Chemistry | 8 : E | | 6 : E/I | | | Not # reviewed | |
| Physical | 5 : R | | 6 : E/I | | | Not # reviewed | |

*On-line Program

Due to time constraints these programs were not reviewed