



Instructional Material Bureau
 Summer 2011 Adoption Review Institute
 Form F: *Publisher Alignment Form & Review Scoring Rubric*
 (1731 Physics)

Publisher information and instructions:

Corporation or Publisher: Pearson Education, Inc., publishing as Prentice Hall	Submitted by (name) : Hope Heredia	
Division or Imprint: Phone: 201-236-5445	E-mail: Hope.Heredia@Pearson.com	
Title of Student Edition: Prentice Hall Conceptual Physics © 2009	ISBN: 9780133647495	Lexile Score: 1130
Title of Teacher Edition: Prentice Hall Conceptual Physics © 2009	ISBN: 9780133647501	

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SECTION I (CONTENT STANDARDS) CITATION REQUIREMENTS AND SCORING

- A. Enter three (3) citations (one in each cell) for each indicator; enter the page number and the paragraph.
 - a. Example: [123-5] would refer the reviewer to Page 123, paragraph 5 to find the evidence of the indicator.
- B. Citations for "Content Standards, Benchmarks & Performance Standards" must refer to the Student Edition.
- C. Citations for "Other Relevant Criteria" must refer to the Teacher Edition.
- D. Each citation must address an increasing level of cognition:
 - a. Citation 1: Cites material that provides an introduction to the content at the basic knowledge and recall level.
 - b. Citation 2: Cites material that builds on prior knowledge/skills at the comprehension and application level.
 - c. Citation 3: Cites material that builds on prior knowledge/skills and integrates content to meet the standard at the analysis, synthesis, or evaluation levels.
- E. At least two citations must be found satisfactory by the Review Team to meet the requirements of the standard. Scoring will be as follows:
 - a. Satisfactory citations at the "Basic Knowledge" level only, or no valid citations, score **zero (0) points**.
 - b. Satisfactory citations at both the "Basic Knowledge" and "Application" level score a total of **six (6) points**.
 - c. Satisfactory citations at all three levels score a total of **ten (10) points**.

SEE THE BEGINNING OF SECTION II FOR REQUIREMENTS AND SCORING OF "OTHER RELEVANT CRITERIA" CITATIONS



Instructional Material Bureau
 Summer 2010 Adoption Review Institute

THIS PAGE FOR REVIEW INSTITUTE STAFF

FACILITATOR USE ONLY

FINAL SCORE VERIFICATION (TO BE COMPLETED BY THE FACILITATOR)		
	Verified: 90% or Higher	Facilitator Signature
	Verified: 89% or Lower	Facilitator Signature

Reviewer Name:	Reviewer Number:	Date:	Facilitator:
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REVIEWER INSTRUCTIONS

<p>Enter score in the "Item Score" column. Every <u>numbered item</u> must be scored. Scoring must follow these criteria:</p> <ol style="list-style-type: none">1. Citations that you verify at the "Basic Knowledge" level only, or no valid citations, score zero (0) points.2. Citations that you verify at both the "Basic Knowledge" and "Application" level score a total of six (6) points.3. Citations that you verify at all three levels score a total of ten (10) points. <p>Enter the total number of points in the "YES" column in the <u>Page Total Score</u> box at the bottom of each page.</p> <table><thead><tr><th><u>POINTS</u></th><th><u>DEFINITION</u></th></tr></thead><tbody><tr><td>0</td><td>Citations did not meet the requirements of the standard for at least two levels.</td></tr><tr><td>6</td><td>Citations met the requirements of the standard at two of the levels.</td></tr><tr><td>10</td><td>Citations met the requirements of the standard at all three levels.</td></tr></tbody></table>	<u>POINTS</u>	<u>DEFINITION</u>	0	Citations did not meet the requirements of the standard for at least two levels.	6	Citations met the requirements of the standard at two of the levels.	10	Citations met the requirements of the standard at all three levels.
<u>POINTS</u>	<u>DEFINITION</u>							
0	Citations did not meet the requirements of the standard for at least two levels.							
6	Citations met the requirements of the standard at two of the levels.							
10	Citations met the requirements of the standard at all three levels.							

Content Standards, Benchmarks and Performance Standards	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
Strand I: Scientific Thinking and Practice Standard I: Understand the processes of scientific investigations and use inquiry and scientific ways of observing, experimenting, predicting, and validating to think critically.					
I-A. Benchmark: Use accepted scientific methods to collect, analyze, and interpret data and observations and to design and conduct scientific investigations and communicate results.					
I-A(1). Describe the essential components of an investigation, including appropriate methodologies, proper equipment, and safety precautions.	2-1	3-CC	9-CA-3	1	
I-A(2). Design and conduct scientific investigations that include:					
I-A(2)a. testable hypotheses	2-3	4-CC	9_CA-6	2	
I-A(2)b. controls and variables	262-DIS	262-DIS-3		3	
I-A(2)c. methods to collect, analyze, and interpret data	86-DIS	67-CA-58	67-CA-59	4	
I-A(2)d. results that address hypotheses being investigated	2-1	231-CA-50	13-LAB	5	
I-A(2)e. predictions based on results	3-6	212-DIS-2	106-DIS-2	6	
I-A(2)f. re-evaluation of hypotheses and additional experimentation as necessary	3-CC	1-LAB	18-LAB-4	7	
I-A(2)g. error analysis.				8	
I-A(3). Use appropriate technologies to collect, analyze, and communicate scientific data (e.g., computers, calculators, balances,	86-DIS-1	740-DIS-2	644-DIS-3		

REVIEWER # _____

Content Standards, Benchmarks and Performance Standards	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
microscopes).					
I-A(4). Convey results of investigations using scientific concepts, methodologies, and expressions, including:					
I-A(4)a. scientific language and symbols	1-4	555-DIS-2	388-FIG20.10	9	
I-A(4)b. diagrams, charts, and other data displays	834-APP C	836-THINK	841-THINK	10	
I-A(4)c. mathematical expressions and processes (e.g., mean, median, slope, proportionality)	832-APP B	67-CA-60	67-CA-58, 59	11	
I-A(4)d. clear, logical, and concise communication	12-DIS-1	86-DIS-1	680-DIS-3	12	
I-A(4)e. reasoned arguments.	212-DIS-1	302-DIS-2	75-DIS-3	13	
I-A(5). Understand how scientific theories are used to explain and predict natural phenomena (e.g., plate tectonics, ocean currents, structure of atom).	3-3	773-CC	258-CA-35	14	
I-B. Benchmark: Understand that scientific processes produce scientific knowledge that is continually evaluated, validated, revised, or rejected.					
I-B(1). Understand how scientific processes produce valid, reliable results, including:					
I-B(1)a. consistency of explanations with data and observations	93-1	215-DIS-5	260-CA-50	15	
I-B(1)b. openness to peer review	3-4	3-CC	9-CA-4	16	
I-B(1)c. full disclosure and examination of assumptions	79-3	467-CA-53	165-CA-28	17	
I-B(1)d. testability of hypotheses	4-1	4-CC	4-THINK	18	
I-B(1)e. repeatability of experiments and reproducibility of results.	204-ST5	46-DIS	6-LAB	19	
I-B(2). Use scientific reasoning and valid logic to recognize:					
I-B(2)a. faulty logic	487-CA-52	261-CA-64	113-THINK	20	

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Content Standards, Benchmarks and Performance Standards	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
I-B(2)b. cause and effect	87-1	83-CA-29	465-CA-40	21	
I-B(2)c. the difference between observation and unsubstantiated inferences and conclusions	2-1	68-Disc	720-Disc	22	
I-B(2)d. potential bias.				23	
I-B(3). Understand how new data and observations can result in new scientific knowledge.	107-1	548-CA-3	7-CC	24	
I-B(4). Critically analyze an accepted explanation by reviewing current scientific knowledge.	305-1	298-CA-18	313-THINK	25	
I-B(5). Examine investigations of current interest in science (e.g., superconductivity, molecular machines, age of the universe).	253-2	257-CA-20	260-CA-50	26	
I-B(6). Examine the scientific processes and logic used in investigations of past events (e.g., using data from crime scenes, fossils), investigations that can be planned in advance but are only done once (e.g., expensive or time-consuming experiments such as medical clinical trials), and investigations of phenomena that can be repeated easily and frequently.	798-CC	797-THINK	640-CA-29	27	
I-C. Benchmark: Use mathematical concepts, principles, and expressions to analyze data, develop models, understand patterns and relationships, evaluate findings, and draw conclusions.					
I-C(1). Create multiple displays of data to analyze and explain the relationships in scientific investigations.	834-APP C	78-FIG	68-LAB	28	
I-C(2). Use mathematical models to describe, explain, and predict natural phenomena.	76-DIS	85-CA-50	186-CA-44	29	
I-C(3). Use technologies to quantify relationships in scientific hypotheses (e.g., calculators,	309-LAB	311_LAB-2	312-LAB-1	30	

Content Standards, Benchmarks and Performance Standards	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
computer spreadsheets and databases, graphing software, simulations, modeling).					
I-C(4). Identify and apply measurement techniques and consider possible effects of measurement errors.	147-DIS	364-THINK	550-CA-34	31	
I-C(5). Use mathematics to express and establish scientific relationships (e.g., scientific notation, vectors, dimensional analysis).	239-DTM	83-CA-18, 19, 20, 21	186-CA-44	32	
Strand II: The Content of Science Standard I (Physical Science): Understand the structure and properties of matter, the characteristics of energy, and the interactions between matter and energy.					
I-B. Benchmark: Understand the transformation and transmission of energy and how energy and matter interact.					
I-B (4). Understand how heat can be transferred by conduction, convection, and radiation, and how heat conduction differs in conductors and insulators.	432-CC	447-CA-31	446-CA-24	33	
I-B(6). Understand that the ability of energy to do something useful (work) tends to decrease (and never increases) as energy is converted from one form to another	158-1	166-CA-19, 21	167-CA-30	34	
I-B(7). Understand that electromagnetic waves carry energy that can be transferred when they interact with matter.	436-1	550-CA-41	447-CA-32	35	
I-B(11). Understand the concept of equilibrium (i.e., thermal, mechanical, and chemical).	424-CA-7	27-CA-45	446-CA-27, 28	36	
I-C. Benchmark: Understand the motion of objects and waves, and the forces that cause them.				37	
I-C(1). Forces: Know that there are four fundamental forces in nature:	238-2	803-CA-4	256-CA-10	38	

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Content Standards, Benchmarks and Performance Standards	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
gravitation, electromagnetism, weak nuclear force, and strong nuclear force.					
I-C(2). Forces: Know that every object exerts gravitational force on every other object, and how this force depends on the masses of the objects and the distance between them.	239-CC	257-CA-22, 23	257-CA-21	39	
I-C(3). Forces: Know that materials containing equal amounts of positive and negative charges are electrically neutral, but that a small excess or deficit of negative charges produces significant electrical forces.	647-1	661-CA-28	661-CA-29	40	
I-C(4). Forces: Understand the relationship between force and pressure, and how the pressure of a volume of gas depends on the temperature and the amount of gas.	91-2	92-CC	99-CA-10	41	
I-C(5). Forces: Explain how electric currents cause magnetism and how changing magnetic fields produce electricity (e.g., electric motors, generators).	726-1	729-THINK	731-THINK	42	
I-C(6). Forces: Represent the magnitude and direction of forces by vector diagrams.	20-2	45-CA-50	44-CA-48b	43	
I-C(7). Forces: Know that when one object exerts a force on a second object, the second object exerts a force of equal magnitude and in the opposite direction on the first object (i.e., Newton's Third Law).	108-1	123-CA-57	121-CA-44	44	
I-C(8). Motion: Apply Newton's Laws to describe and analyze the behavior of moving objects, including:					
II-C(8)a. displacement, velocity, and acceleration of a moving object	50-1	65-CA-32, 33, 34	66-CA-44	45	
II-C(8)b. Newton's Second Law, $F = ma$ (e.g.,	88-CC	101-CA-25, 26, 27, 28,	102-CA-39	46	

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Content Standards, Benchmarks and Performance Standards	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
momentum and its conservation, the motion of an object falling under gravity, the independence of a falling object's motion on mass)		29, 30			
II-C(8)c. circular motion and centripetal force.	175-2	184-CA-23, 24, 25	186-CA-45	47	
I-C(9). Motion: Describe relative motion using frames of reference.	47-1	47-THINK	61-CA-1	48	
I-C(10). Motion: Describe wave propagation using amplitude, wavelength, frequency, and speed.	492-1	496-THINK	509-CA-23	49	
I-C(11). Motion: Explain how the interactions of waves can result in interference, reflection, and refraction.	499-CC	508-CA-12	528-CA-18	50	
I-C(12). Motion: Describe how waves are used for practical purposes (e.g., seismic data, acoustic effects, Doppler effect)	503-2	530-CA-46	512-CA-55	51	
Strand II: The Content of Science Standard III (Earth and Space Science): Understand the structure of Earth, the solar system, and the universe, the interconnections among them, and the processes and interactions of Earth's systems.					
III-A. Benchmark: Examine the scientific theories of the origin, structure, energy, and evolution of Earth and its atmosphere, and their interconnections.					
III-A(1). Understand the scale and contents of the universe, including:					
III-A(1)a.range of structures from atoms through astronomical objects to the universe	327-1	329-CC	339-CA-3	52	
III-A(1)b.objects in the universe such as planets, stars, galaxies, and nebulae.	252-LTA	260-CA-48	260-CA-51	53	
III-A(2). Predict changes in the positions and appearances of objects in the sky (e.g.,	541-2	541-THINK	549-19a	54	

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Content Standards, Benchmarks and Performance Standards	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
moon, sun) based on knowledge of current positions and patterns of movements (e.g., lunar cycles, seasons).					
III-A(3). Understand how knowledge about the universe comes from evidence collected from advanced technology (e.g., telescopes, satellites, images, computer models).	266-1	267-CC	277-CA-3	55	
III-A(4). Describe the key observations that led to the acceptance of the Big Bang theory and that the age of the universe is over 10 billion years.	253-2	260-CA-50	339_CA-6	56	
III-A(5). Explain how objects in the universe emit different electromagnetic radiation and how this information is used.	503-3	438-CC		57	
III-A(7). Examine the role that New Mexico research facilities play in current space exploration (e.g., Very Large Array, Goddard Space Center).				58	
III-B. Benchmark: Examine the scientific theories of the origin, structure, energy, and evolution of Earth and its atmosphere, and their interconnections.					
III-B(5). Explain plate tectonic theory and understand the evidence that supports it.				59	
III-B(6). Energy in Earth's System: Know that Earth's systems are driven by internal (i.e., radioactive decay and gravitational energy) and external (i.e., the sun) sources of energy.	161-1	162-CC	166-CA-26	60	
III-B(7). Energy in Earth's System: Describe convection as the mechanism for moving heat energy from deep within Earth to the surface and discuss how this process results in plate tectonics, including:				61	
III-B(7)a. geological manifestations (e.g., earthquakes, volcanoes, mountain				62	

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Content Standards, Benchmarks and Performance Standards	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
building) that occur at plate boundaries					
III-B(7)a. impact of plate motions on societies and the environment (e.g., earthquakes, volcanoes).				63	
Strand III: Science and Society Standard I: Understand how scientific discoveries, inventions, practices, and knowledge influence, and are influenced by, individuals and societies.					
I-A. Benchmark: Examine and analyze how scientific discoveries and their applications affect the world, and explain how societies influence scientific investigations and applications.				64	
I-A(1). Science and Technology: Know how science enables technology but also constrains it, and recognize the difference between real technology and science fiction (e.g., rockets vs. antigravity machines; nuclear reactors vs. perpetual-motion machines; medical X-rays vs. Star-Trek tricorders).	5-2	5-CC	275-ST5-CT	65	
I-A(2). Science and Technology: Understand how advances in technology enable further advances in science (e.g., microscopes and cellular structure; telescopes and understanding of the universe).	329-2	339-CA-9	9-CA-14	66	
I-A(3). Science and Technology: Evaluate the influences of technology on society (e.g., communications, petroleum, transportation, nuclear energy, computers, medicine, genetic engineering) including both desired and undesired effects, and including some historical examples (e.g., the wheel, the	90-LTT	829-CA-56	727-ST5-CT	67	

Content Standards, Benchmarks and Performance Standards	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
plow, the printing press, the lightning rod).					
I-A(4). Science and Technology: Understand the scientific foundations of common technologies (e.g., kitchen appliances, radio, television, aircraft, rockets, computers, medical X-rays, selective breeding, fertilizers and pesticides, agricultural equipment).	793-LTT	735-CA-16	275-ST5-CT	68	
I-A(5). Science and Technology: Understand that applications of genetics can meet human needs and can create new problems (e.g., agriculture, medicine, cloning).	441-POTJ			69	
I-A(6). Science and Technology: Analyze the impact of digital technologies on the availability, creation, and dissemination of information.	611-LTT			70	
I-A(7). Science and Technology: Describe how human activities have affected ozone in the upper atmosphere and how it affects health and the environment.	443-2	443-CC	447-CA-39	71	
I-A(8). Science and Technology: Describe uses of radioactivity (e.g., nuclear power, nuclear medicine, radiometric dating).	797-CC	797-THINK	807-CA-68	72	
I-A(9). Science and Society: Describe how scientific knowledge helps decision makers with local, national, and global challenges (e.g., Waste Isolation Pilot Project [WIPP], mining, drought, population growth, alternative energy, climate change).	498, PotJ	248- S, T, & S	275- S, T, & S	73	
I-A(10). Science and Society: Describe major historical changes in scientific perspectives (e.g., atomic theory, germs, cosmology, relativity, plate tectonics, evolution) and the experimental observations that triggered them.	769-1	282-DIS-2, 3	287-THINK	74	

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Content Standards, Benchmarks and Performance Standards	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
I-A(11). Science and Society: Know that societal factors can promote or constrain scientific discovery (e.g., government funding, laws and regulations about human cloning and genetically modified organisms, gender and ethnic bias, AIDS research, alternative-energy research).	32-LTH	41-CA-4	269-POTJ	75	
I-A(12). Science and Society: Explain how societies can change ecosystems and how these changes can be reversible or irreversible.	163-STC	829-CA-56	248-STC-CT	76	
I-A(13). Science and Society: Describe how environmental, economic, and political interests impact resource management and use in New Mexico.	163-CT			77	
I-A(14). Science and Individuals: Identify how science has produced knowledge that is relevant to individual health and material prosperity.	688-1	806-CA-49	526-STC-CT	78	
I-A(15). Science and Individuals: Identify how science has produced knowledge that is relevant to individual health and material prosperity.	756-STC	727-STC	761-CA-35	79	
I-A(16). Science and Individuals: Understand that reasonable people may disagree about some issues that are of interest to both science and religion (e.g., the origin of life on Earth, the cause of the Big Bang, the future of Earth).	6-4	6-CC	204-STC	80	
I-A(17). Science and Individuals: Identify important questions that science cannot answer (e.g., questions that are beyond today's science, decisions that science can only help to make, questions that are inherently outside of the realm of science)	4-2			81	
I-A(18). Science and Individuals: Understand	2-2	3-2		82	

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Content Standards, Benchmarks and Performance Standards	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
<p>that scientists have characteristics in common with other individuals (e.g., employment and career needs, curiosity, desire to perform public service, greed, preconceptions and biases, temptation to be unethical, core values including honesty and openness).</p>					
<p>I-A(19). Science and Individuals: Know that science plays a role in many different kinds of careers and activities (e.g., public service, volunteers, public office holders, researchers, teachers, doctors, nurses, technicians, farmers, ranchers).</p>	254-PotJ	261-CA-63	441-PotJ	83	

<h2 style="margin: 0;">Reviewer's Section I Totals</h2>	
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PUBLISHER: SECTION II CITATION REQUIREMENTS AND SCORING

- A. Citations for "Other Relevant Criteria" will usually refer to the Teacher Edition, but may refer to the Student Edition.
- B. Enter three (3) citations (one in each cell) for each indicator; enter the page number and the paragraph.
 - a. Example: [123-5] would refer the reviewer to +Page 123, paragraph 5 to find the evidence of the indicator.
- C. All three citations must be found satisfactory by the Review Team to meet the requirements of the standard.

REVIEWER: USE THE TEACHER'S EDITION AND THE STUDENT EDITION TO CONDUCT THIS PORTION OF THE REVIEW

Mark your score in the "Item Score" column.

KEY:

- 0 = Citations did not meet the requirements of the standard.
- 5 = Citations met the requirements of the standard.

SECTION II: OTHER RELEVANT CRITERIA	Citation 1	Citation 2	Citation 3	Item Number	Item Score
A. The textbook provides pictorials, graphics, and illustrations that represent diversity of cultures, race, color, creed, national origin, age, gender, language or disability.	28-ART	34-FIG 3.6	116-FIG 7.16	1	
B. The textbook provides a variety of cultural perspectives used within the lesson content.	7-1	29-LTH	30-2	2	
C. The textbook provides reading selections with activities requiring student responses that promote respect for all people regardless of race, color, creed, national origin, age, gender, language or disability.	163-STS	248-STS	727-STS	3	
D. The textbook presents appropriate role models within content rather than an oversimplified standardized image of a person or group; avoids stereotyping.	897-16.6	328-5	654-2	4	

SECTION II: OTHER RELEVANT CRITERIA	Citation 1	Citation 2	Citation 3	Item Number	Item Score
<p>E. The textbook provides an introduction to the lesson including the comprehension questions (i.e. focus questions or guiding questions) the student will be expected to answer at the conclusion of the classroom instruction.</p>	124	282	430	5	
<p>F. The textbook introduces a vocabulary list at the beginning of each lesson.</p>	303-KT	612-KT	788-KT	6	
<p>G. The textbook provides visual aids to assist comprehension.</p>	132-FIG 8.11	613-FIG 30.15	813-FIG 40.8	7	
<p>H. The textbook provides extensive and varied opportunities to practice lesson objectives /targeted skills.</p>	109-CC	387-CC	613-CC	8	
<p>I. The textbook provides the student with ongoing review and practice for the purpose of retaining previously acquired knowledge.</p>	832	843	891	9	
<p>J. The textbook provides writing activities for students to make connections across reading selections and their personal experiences. Some <i>examples</i> of this might include:</p> <ol style="list-style-type: none"> 1. discussing/responding to open-ended prompts; 2. tracing cause and effect relationships; 3. comparing real life situations; dramatizing, or; 4. tracing themes, patterns. 	45-CA-56	105-CA-71	321-CA-47	10	
<p>K. The textbook provides speaking activities for students to make connections across reading selections and their personal experiences. Some <i>examples</i> of this might include:</p> <ul style="list-style-type: none"> • discussing/responding to open-ended prompts; 	42-CA-30	805-CA-35	806-CA-49	11	

SECTION II: OTHER RELEVANT CRITERIA	Citation 1	Citation 2	Citation 3	Item Number	Item Score
<ul style="list-style-type: none"> tracing cause and effect relationships; comparing real life situations; dramatizing, or; tracing themes, patterns. 					
L. The textbook incorporates increasingly complex practice into lessons requiring analysis, evaluation and synthesis.	105-CA-68	577-CA-51	807-CA-68	12	
M. The textbook provides activities that elicit critical thinking, such as, research, defining a problem, examining evidence, analyzing assumptions and biases, avoiding emotional reasoning, avoiding oversimplification, considering other interpretations, tolerating ambiguity, and metacongnition.	756-CT	275-CT	648-CT	13	
N. The textbook includes comprehensive laboratory projects and assignments for students.	28-DIS	68-DIS	382-DIS	14	
O. The textbook provides a Reference Section that includes: Glossary, Academic Word List and other relevant information to support student learning.	911-GLO	832-APP B	834-APP C	15	
P. The textbook provides relevant tables such as the periodic table of elements, chart of the elements, classification of plants and animals, and summary pages for relevant content and formulas.	336-FIG 17.12	833-TAB B.1	347-TAB 18.1	16	
Q. The Teacher's Edition presents an overview of the scope and sequence of skills and concepts.	T15-PPG	382-OBJ	602-OBJ	17	
R. Within each lesson the Teacher's Edition provides articulated objectives for varied skill levels of the students.				18	
S. The Teacher's Edition provides instructional support for laboratory projects and assignments for students.	783-DIS-TT	28-DIS-TT	46-DIS-TT	19	

SECTION II: OTHER RELEVANT CRITERIA	Citation 1	Citation 2	Citation 3	Item Number	Item Score
T. The Teacher’s Edition provides correlation citations of the New Mexico Science Content Standards, Benchmarks and Performance Standards to the corresponding location in the Student Edition.				20	
U. At the beginning of each unit, chapter or lesson there is a list of standards covered within the unit, chapter or lesson.	Lesson objectives are listed at the beginning of each lesson, TE p. 12	Lesson objectives, TE p. 46	Lesson objectives, TE p. 302	21	
V. The Teacher’s Edition provides leveled activities for differentiated instructional to meet the needs of all students including struggling and accelerated learners.				22	
W. The Teachers Edition provides instructional strategies for English language learners.				23	
X. The Teacher’s Edition includes content and information that support a variety of approaches to instruction, including (score each item separately):					
1. Writing activities	45-CA-56	105-CA-71	321-CA-47	24	
2. Project-based learning assignments	105-Act	TE-193-Demo	381-Act	25	
3. Interdisciplinary instruction	107-LTB	371-LTG	154-LTC	26	
4. Thematic instruction across genres	32-LtH	135-DtM	526-STs	27	
Y. The Teacher’s Edition provides the teacher with instructional strategies for every lesson.	93-TT	787-TT	590-TT	28	
Z. The Teacher’s Edition provides instructional support for explicitly teaching comprehension.	91-ASK	332-ASK	477-ASK	29	

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SECTION II: OTHER RELEVANT CRITERIA	Citation 1	Citation 2	Citation 3	Item Number	Item Score
AA. The Teacher's Edition provides pre and post-tests that cover lesson and/or chapter content.	24-CA	424-CA	638-CA	30	
BB. The Teacher's Edition provides student assessments that are accompanied by an item analysis and score interpretation for the identification of skill areas in need of further instruction.				31	
CC. The Teacher's Edition provides strategies for students to use technology-based knowledge and skills in the curriculum area, such as, student presentations and projects.	T5-VPhys	TE-323-GoOnline	TE-480-GoOnline	32	
Reviewer's Section II Total				Total Section Score	
Reviewer's Grand Total				Total Review Score	