Designed for NGSS: Program
Analyze Evidence

Directions

1. Review the Designed for NGSS: Program Rubric.
2. Review the teacher materials and/or student materials to assess the strength of each element.
3. Record strengths and limitations for each component based on your evidence. Cite specific examples.

PROGRESSIONS OF LEARNING. Within a program, learning experiences are more likely to help students develop a greater sophistication of understanding of the elements of SEPs, CCCs, and DCIs when teacher materials:	Strong	Adequate	Weak
● make it clear how each of the three dimensions builds logically and progressively over the course of the program and make clear how:			
● students engage in the science and engineering practices with increasing grade-level appropriate complexity over the course of the program.			
● students utilize the crosscutting concepts with increasing grade-level appropriate complexity over the course of the program.			
● students engage in grade level/band appropriate disciplinary core ideas			
● provide a rationale for a logical sequence and treatment of ETS and NoS.			

Strengths	Limitations

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UNIT-TO-UNIT COHERENCE. Units across a program demonstrate coherence when student materials:	Strong	Adequate	Weak
● are designed with an appropriate sequence and development of DCIs, CCCs, and SEPs to support students in demonstrating learning across a program as they figure out phenomena/problems.			
● make explicit connections from one unit to the next across the three dimensions to connect prior learning, current learning, and future learning as they figure out phenomena/problems.			
● support students in making connections across units and disciplines by helping student negotiate more sophisticated understandings and abilities.			

Strengths	Limitations

PROGRAM ASSESSMENT SYSTEM. Over the course of the program, teacher materials will demonstrate a system of assessments that	Strong	Adequate	Weak
● coordinates the variety of ways student learning is monitored to provide information to students and teachers regarding student progress for all three dimensions of the standards and toward proficiency at the identified grade level/band performance expectations.			
● includes support for teachers and other leaders to make program level decisions based on unit, interim, and/or year-long summative assessment data			
● is driven by an assessment framework and provides a structured conceptual map of student learning along with details of how achievement of the outcomes can be measured.			

Strengths	Limitations

Designed for NGSS: Program Evaluation	High Quality 5	Medium Quality 3	Low Quality 1

PROGRESSIONS OF LEARNING. Within a program, learning experiences are more likely to help students develop a greater sophistication of understanding of the elements of SEPs, CCCs, and DCIs when teacher materials:
● make it clear how each of the three dimensions builds logically and progressively over the course of the program and make clear how:
  ● students engage in the science and engineering practices with increasing grade-level appropriate complexity over the course of the program.
  ● students utilize the crosscutting concepts with increasing grade-level appropriate complexity over the course of the program.
  ● students engage in grade level/band appropriate disciplinary core ideas
  ● Teacher materials make clear how the performance expectations are addressed in the program.
● provide a rationale for a logical sequence and treatment of ETS and NoS.
	Materials enact progressions of learning that have all or most of the quality characteristics	Materials enact progressions of learning that have some of the quality characteristics	Materials enact progressions of learning that have none or few of the quality characteristics

UNIT-TO-UNIT COHERENCE. Units across a program demonstrate coherence when student materials: ● are designed with an appropriate sequence and development of DCIs, CCCs, and SEPs to support students in demonstrating learning across a program as they figure out phenomena/problems. ● make explicit connections from one unit to the next across the three dimensions to connect prior learning, current learning, and future learning as they figure out phenomena/problems. ● support students in making connections across units and disciplines by helping student negotiate more sophisticated understandings and abilities.	The materials consistently justify sequencing and demonstrate strong unit-to-unit coherence for developing competence in three dimensions.	The materials occasionally justify sequencing and sometimes demonstrate strong unit-to-unit coherence for developing competence in three dimensions.	The materials never justify sequencing and rarely demonstrate unit-to-unit coherence for developing competence in three dimensions.
PROGRAM ASSESSMENT SYSTEM. Over the course of the program, teacher materials demonstrate a system of assessments that ● coordinates the variety of ways student learning is monitored to provide information to students and teachers regarding student progress for all three dimensions of the standards and toward proficiency at the identified grade level/band performance expectations. ● includes support for teachers and other leaders to make program level decisions based on unit, interim, and/or year-long summative assessment data. ● is driven by an assessment framework and provides a structured conceptual map of student learning along with details of how achievement of the outcomes can be measured.	The materials use a program-level assessment system that has all or most of the quality characteristics	The materials use a program-level assessment system that has some of the quality characteristics	The materials use a program-level assessment system that has few or none of the quality characteristics

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