Designed for the NGSS: Foundations
Teacher Support Evidence Chart

Teacher materials…		Strong	Adequate	Weak
F1. Presence of Phenomena/Problems. Identify and provide background information about the phenomena/problems in the unit and how they match the targeted learning goals.				
F2. Presence of Three Dimensions. Identify and provide background information about the each of the three dimensions in the unit. Also take note of any support for nature of science and engineering, technology, and applications of science.	the SEPs			
	the DCIs (including engineering)			
	the CCCs			
	also note NoS and ETS			
F3. Presence of Logical Sequence. Identify and provide background information on the sequence of learning in the unit.				

Strengths related to these Teacher Supports	Limitations related to these Teacher Supports

Designed for the NGSS: Student Work
Teacher Support Evidence Chart

Teacher materials…		Strong	Adequate	Weak
SW1. Phenomena/Problems. Provide support and strategies for how to help students figure out/solve authentic and relevant phenomena/problems using the three dimensions.				
SW2. Three-dimensional Conceptual Framework. Provide support and strategies for how teachers • help students develop a conceptual framework of scientifically accurate understandings and abilities related to	DCIs, SEPs, and CCCs			
	NoS and ETS			
	ELA and math			
• create a learning environment that values students' ideas, motivates learning, and helps students negotiate new meaning as they interact with others' ideas, new information, and new experiences.				
SW3. Prior Knowledge. Provide support and strategies to leverage students' prior knowledge and experiences to motivate learning.				
SW4. Metacognitive Abilities. Provide support and strategies for how to help students develop metacognitive abilities.				
SW5. Equitable Learning Opportunities. Provide resources and strategies for how to ensure that ***all*** students, including those from non-dominant groups and with diverse learning needs, have access to the targeted learning goals and experiences.				

Strengths related to these Teacher Supports	Limitations related to these Teacher Supports

Designed for the NGSS: Student Progress
Teacher Support Evidence Chart

Teacher materials…	Strong	Adequate	Weak
SP1. Three-dimensional Performances. Provide support with a range of sample student responses and/or rubrics for interpreting evidence of student learning across the three dimensions, specific to the element of each dimension, and related to the phenomenon/problem that provides context for the student performance.			
SP2. Variety of Measure. Provide guidance and scoring tools for using a variety of measures matched to the targeted learning goals to help students monitor their progress toward learning goals and reflect on what they have learned, how they learn it, and how to use metacognition productively.			
SP3. Student Progress Over Time. Provide guidance for using formative and summative assessments to monitor student progress over time. Examples include support for: capturing student growth; interpreting results; adjusting instruction and planning for future instruction; providing feedback to students; prompting students to consider what and how they've learned.			
SP4. Equitable Access. Provide support and strategies for ensuring that assessments are accessible to students from diverse backgrounds and with diverse learning needs.			

Strengths related to these Teacher Supports	Limitations related to these Teacher Supports

Designed for NGSS: Teacher Support	High Quality 5	Medium Quality 3	Low Quality 1
TS1. Phenomenon/Problem Driven Three-Dimensional Learning. Teacher materials provide: ● background information about the phenomena or problems included in the learning sequence and across sequences. ● an explanation of the role of phenomena or problems in driving student learning. ● rationale for why the unit phenomena or problems were selected for the targeted DCIs, SEPs, and CCCs. Refer to F1, F2, SW1, SW2, SP1	Materials provide clear guidance to teachers on how students develop, use, and integrate the three dimensions to make sense of phenomena or design solutions to problems.	Materials provide some guidance to teachers about how students develop, use, and integrate the three dimensions.	Materials provide little guidance on developing, using, or integrating them to make sense of phenomena or design solutions to problems.
TS2. Coherence. Teacher materials describe and provide a rationale for: ● the conceptual framework and sequence of ideas, practices, and learning experiences in the learning sequences and across sequences. ● strategies for linking student experiences across lessons to ensure student sense-making and/or problem-solving focused on phenomena or problems is linked to learning across all three dimensions. ● Connections to other science domains, nature of science, engineering, technology, and applications of science, math, and ELA. Refer to F2, F3, SW2, SP2	Materials provide strong support for understanding unit coherence and helping students link experiences to learning across all three dimensions and to phenomena or problems.	Materials provide some support for understanding unit coherence and helping students link experiences to learning across all three dimensions and to phenomena or problems.	Materials provide little support for understanding unit coherence and helping students link experiences to learning across all three dimensions and to phenomena or problems.
TS3. Effective Teaching. Teacher materials support the use of and provide a rationale and evidence of effectiveness for strategies that: ● support students in learning through authentic and meaningful phenomena or design problems. ● support student learning across the three dimensions. ● make student thinking visible; promote reasoning, sense-making, and problem-solving; challenge student thinking; and develop metacognitive abilities. Refer to SW1, SW2, SW3, SW4, SP3	Materials provide rationale and robust support for implementing strategies that enhance student performances, thinking, and metacognition.	Materials provide some rationale and support for implementing strategies that enhance student performances, thinking, and metacognition.	Materials provide little rationale and support for teachers to implement strategies that enhance student performances, thinking, and metacognition.
TS4. Support for Students with Diverse Learning Needs. Teacher materials provide an array of strategies: ● to support student access to the targeted learning goals, experiences, and performances. ● that help teachers differentiate instruction. Refer to SW5, SP4	Materials include robust and comprehensive strategies for supporting learners with diverse needs.	Materials include some robust strategies for supporting learners with diverse needs.	Materials include few robust strategies for supporting learners with diverse needs.
TS5. Support to Monitor Student Progress. Materials provide support for teachers to: ● monitor student learning and progress over time. ● make decisions about instruction and provide feedback to students. Refer to SW3, SW4, SP1, SP2, SP3	Materials provide robust support for interpreting and using data generated from assessments.	Materials provide some support for interpreting and using data generated from assessments.	Materials provide little support for interpreting and using data generated from assessments.