Timestamp	Program	Amplify	Grade:	Amplify	Category I: NGSS 3D Design - Explaining Phenomena/Designing Solutions (Criteria A)
3/18/2026 14:15:45	Amplify		2	Inadequate	
3/18/2026 14:18:36	Amplify		4	Adequate	
3/18/2026 13:28:11	HMH				
3/18/2026 13:37:02	HMH				
3/18/2026 13:40:55	HMH				
3/18/2026 13:56:11	HMH				
3/18/2026 14:10:10	HMH				
3/18/2026 14:25:23	HMH				
3/18/2026 13:31:34	Savvas				
3/18/2026 13:53:21	Savvas				
3/18/2026 14:01:36	Savvas				
3/18/2026 14:04:31	Savvas				
3/18/2026 14:07:25	Savvas				
3/18/2026 14:12:52	Savvas				
3/18/2026 14:30:21	Savvas				
3/19/2026 6:53:48	HMH				

Amplify	Category I: NGSS 3D Design - Three Dimensions - Provides opportunities to develop and use specific elements of the SEP(s). (Criteria B.i)
Extensive	
Extensive	

Amplify Category I: NGSS 3D Design - Three Dimensions - Provides opportunities to develop and use specific elements of the DCI(s). (Criteria B.ii)
Inadequate
Adequate

Amplify	Category I: NGSS 3D Design - Three Dimensions - Provides opportunities to develop and use specific elements of the CCC(s). (Criteria B.iii)
Adequate	
Adequate	

Amplify	Category I: NGSS 3D Design - Integrating the Three Dimensions (Criteria C)
Inadequate	
Adequate	

Specific evidence and reasoning for Category I (Criteria A-C):
A. Too much to cover in the time allowed in the schedule & Amplify knowledgeB. i. Lots of practice. almost too much to pick and chooseii. Has experiments b
A. Each unit has phenomena and/or problem/solutionBi. To much information to adequately teach nad meet our needs in the time given. Bii. Time and resour

Amplify Suggestions for improvement for Category I (Criteria A-C):
Not aligned to AZ standards. Too much for students in the time allotted. 3 lenses one of 22.
Teachers' manuals need to be more teacher friendly. Too much to prepare each lesson.

Amplify Rating for Category I. NGSS 3D Design - Lesson Rating (Criteria A-C only)
1: Adequate evidence to meet at least one criterion in the category, but insufficient evidence for at least one other criterion
1: Adequate evidence to meet at least one criterion in the category, but insufficient evidence for at least one other criterion

Amplify Category I (Unit Only): Unit Coherence (Criteria D)	Amplify Category I (Unit Only): Multiple Science Domains (Criteria E)
Inadequate	Inadequate
Inadequate	Inadequate

Amplify Category I (Unit Only): Math and ELA Connections (Criteria F)
Inadequate
None

Amplify Specific evidence and reasoning for Category I Unit Criteria (D-F):
Unit sounds like it would cover standards for Earth and Space but only 3/22 lessons fit the standards. Because of grade level standards, entire units needed t
D. Some standards are not covered. Earth and Science standards are covered well.

Amplify Suggestions for improvement for Category I Unit Criteria (D-F):
N/A
Align to AZ standards

Amplify Rating for Category I. NGSS 3D Design - Unit Rating (Criteria A-F)
1: Adequate evidence for some criteria in Category I, but inadequate/no evidence for at least one criterion A-C
0: Inadequate (or no) evidence to meet any criteria in Category I (A-F)

Amplify Category II: NGSS Instructional Supports - Relevance and Authenticity (Criteria A)
Adequate
Adequate

Amplify Category II: NGSS Instructional Supports - Student Ideas (Criteria B)
Inadequate
Inadequate

Amplify Category II: NGSS Instructional Supports - Building Progressions (Criteria C)
Inadequate
None

Amplify Category II: NGSS Instructional Supports - Scientific Accuracy (Criteria D)
Adequate
Adequate

Amplify Category II: NGSS Instructional Supports - Differentiated Instruction (Criteria E)
Inadequate
Adequate

Amplify Specific evidence and reasoning for Category II (Criteria A-E):
A. Properties of materials - not enough materials for each student. Overall has lessons to teach the standardB. Step by step following directions not an explor
A. The experiments are authentic and meaningful. Kids get to explore and play with different ideas. ii was supplemented with local organizations.B. It does it v

Amplify Suggestions for improvement for Category II (Criteria A-E):
N/A
N/A

Amplify Rating for Category II: Instructional Supports - Lesson Rating (Criteria A-E only)
1: Adequate evidence of quality for at least two criteria in the category
0: Adequate evidence of quality for no more than one criterion in the category

Amplify Category II (Unit Only): Teacher Support for Unit Coherence (Criteria F)
Inadequate
Adequate

Amplify Category II (Unit Only): Scaffolded differentiation over time (Criteria G)
Inadequate
Extensive

Amplify Specific evidence and reasoning for Category II Unit Criteria (F-G):
F. Materials do not support 2nd grade standards which make students struggle with connecting new learningG. Teachers need more guidance on how to scaf
F. Planning for unit helps with teaching the lessons coherently over time. G. Each lesson has a differentiation section.

Amplify Suggestions for improvement for Category II Unit Criteria (F-G):
N/A
Embed into the lessons nad provide all needed materials Too much! There are a lot of manuals that should be in a different book. Lots of good information bu

Amplify Rating for Category II: NGSS Instructional Supports - Unit Rating (Criteria A-G)
1: Adequate evidence for at least three criteria in the category
1: Adequate evidence for at least three criteria in the category

Amplify Category III: Monitoring NGSS Student Progress - Monitoring 3D student performances (Criteria A)
Inadequate
Adequate

Amplify Category III: Monitoring NGSS Student Progress - Formative assessment processes (Criteria B)
Inadequate
Inadequate

Amplify Category III: Monitoring NGSS Student Progress - Scoring guidance (Criteria C)
Inadequate
None

Amplify Category III: Monitoring NGSS Student Progress - Unbiased tasks/items (Criteria D)
Inadequate
None

Amplify Specific evidence and reasoning for Category III (Criteria A-D):
A. Students have a difficult time integrating the three dimensions due to lack of differentiated instruction guidanceB. Program provides formative assessment
A. Again in every lesson along with NGSSS disciplinary core ideas nad crosscutting conceptsB. There are experiments for students to do. Some are not that

Amplify Suggestions for improvement for Category III (Criteria A-D):
N/A
Make rubrics for writing arguments. Have chapter tests to assess learning with rubrics for writing.

Amplify Rating for Category III. Monitoring NGSS Student Progress - Lesson Rating (Criteria A-D only)
0: Adequate evidence for no more than one criterion in the category
0: Adequate evidence for no more than one criterion in the category

Amplify Category III (Unit Only): Coherent Assessment system (Criteria E)
Adequate
Adequate

Amplify Category III (Unit Only): Opportunity to learn and receive feedback (Criteria F)
Adequate
Adequate

Amplify Specific evidence and reasoning for Category III Unit Criteria (E-F):
Yes it contains the assessment system
I do not like them, but they are in all units.

Amplify Suggestions for improvement for Category III Unit Criteria (E-F):
N/A
N/A

Amplify Rating for Category III: Monitoring NGSS Student Progress - Unit Rating (Criteria A-F)
2: Some evidence for all criteria in the category and adequate evidence for at least five criteria, including A
2: Some evidence for all criteria in the category and adequate evidence for at least five criteria, including A

Amplify Category Ratings Summary: Transfer the rating score for each category [Category I: NGSS 3D Design]
1
0

Amplify Category Ratings Summary: Transfer the rating score for each category [Category II: NGSS Instructional Supports]
1
1

Amplify Category Ratings Summary: Transfer the rating score for each category [Category III: Monitoring NGSS Student Progress]
0
2

Amplify Calculate Total Score:	Amplify Overall Rating (Based on Total Score and Evidence)	Overall Summary Comments:	HMH Grade:
2	N: Not ready to review (Total Score 0-2)	N/A	
3	R: Revision needed (Total Score ~3-5)	N/A	
			2
			K
			6
			8
			3
			5
			1

HMH Category I: NGSS 3D Design - Explaining Phenomena/Designing Solutions (Criteria A)
Inadequate
Adequate
Adequate
Adequate
Adequate
Adequate
Adequate

HMH Category I: NGSS 3D Design - Three Dimensions - Provides opportunities to develop and use specific elements of the SEP(s). (Criteria B.i)
Adequate
Adequate
Adequate
Inadequate
Adequate
Adequate
Adequate

HMH Category I: NGSS 3D Design - Three Dimensions - Provides opportunities to develop and use specific elements of the DCI(s). (Criteria B.ii)
Inadequate
Inadequate
Adequate
Adequate
Adequate
Adequate
Adequate

HMH Category I: NGSS 3D Design - Three Dimensions - Provides opportunities to develop and use specific elements of the CCC(s). (Criteria B.iii)
Adequate
Inadequate
Adequate
Adequate
Adequate
Adequate
Adequate

HMH Category I: NGSS 3D Design - Integrating the Three Dimensions (Criteria C)
Inadequate
Adequate
Adequate
Adequate
Adequate
Adequate
Adequate

HMH Specific evidence and reasoning for Category I (Criteria A-C):
i. There were several hands on activities with the units.ii. Lacked in core ideas at the grade level. It only hit5 topics and I had to go searching for the other topi
A. *Engineering designs used a variety of materials (pipe cleaners, wire, popsicle sticks, plastic cups)*Students thought that the bigger the bubble wand hole
A. Students are engaged in observable phenomena such as changes in the state of matter, particle motion, and the properties of materials. They watch what
Bi. While all of the elements are visible in the program I feel that there are not enough opportunities in the form of simulations. There are labs but they could
A. Example page 124 in teacher edition -Investigates phenomenon and notes on how phenomenon is explained. B. i. Teacher guide page T24ii. Teacher gui
A. The phenomena is in the workbooks for the students. There is also a video in each unit for the students to watch. It can be shown as a class but can also
A. Students began each lesson with a phenomenon-based question like“Why do plants need sunlight?” or “Why do some animals live in certain places?. This

HMH Suggestions for improvement for Category I (Criteria A-C):
The biggest issue was having the core concepts to teach. There was a lot of hands on chances but there felt like a lack in learning of the concepts.
N/A
A. Use a single, clear phenomenon at the center of Lessons 1–4, and make sure to return to it regularly so students can connect new ideas and refine their e
N/A
N/A
N/A
Add more structured design challenges (even simple ones for 1st grade)

HMH Rating for Category I. NGSS 3D Design - Lesson Rating (Criteria A-C only)
1: Adequate evidence to meet at least one criterion in the category, but insufficient evidence for at least one other criterion
1: Adequate evidence to meet at least one criterion in the category, but insufficient evidence for at least one other criterion
2: Adequate evidence to meet all three criteria in the category
1: Adequate evidence to meet at least one criterion in the category, but insufficient evidence for at least one other criterion
2: Adequate evidence to meet all three criteria in the category
2: Adequate evidence to meet all three criteria in the category
2: Adequate evidence to meet all three criteria in the category

HMH Category I (Unit Only): Unit Coherence (Criteria D)	HMH Category I (Unit Only): Multiple Science Domains (Criteria E)
Inadequate	None
Did not rate	Did not rate
Did not rate	Did not rate
Inadequate	Inadequate
Inadequate	Adequate
Adequate	Adequate
Adequate	Adequate

HMH Category I (Unit Only): Math and ELA Connections (Criteria F)
Adequate
Did not rate
Did not rate
Inadequate
Adequate
Adequate
Adequate

HMH Specific evidence and reasoning for Category I Unit Criteria (D-F):
D. There are several units where the lessons do not actually build they just end. As the teacher I would extend and combine the information into anchor charts
N/A
N/A
D. Lessons do not relate directly to phenomenon until the end of the unit. The lessons within the unit seem like they are dealing with phenomenon separate to
D. Life science is strong. However it lacks physical science standards and earth and space. Can access missing grade level standards on the HMH website e
D. The lessons in a unit flow well together. They move from one topic to the next with the unit. By the end of the unit all of the standard is addressed.E. Ther
D. The HMH Science units were organized in a clear sequence, where each lesson built on previous learning. For example, students first learned about basic

HMH Suggestions for improvement for Category I Unit Criteria (D-F):
N/A
N/A
N/A
N/A
N/A
The math is more obvious like it is with the ELA.
Make learning goals and progress toward them more explicit and student-friendly. graphing data, measuring, comparing results)Provide more structured oppo

HMH Rating for Category I. NGSS 3D Design - Unit Rating (Criteria A-F)
1: Adequate evidence for some criteria in Category I, but inadequate/no evidence for at least one criterion A-C
1: Adequate evidence for some criteria in Category I, but inadequate/no evidence for at least one criterion A-C
2: At least some evidence for all unit criteria in Category I (A-F); adequate evidence for criteria A-C
1: Adequate evidence for some criteria in Category I, but inadequate/no evidence for at least one criterion A-C
1: Adequate evidence for some criteria in Category I, but inadequate/no evidence for at least one criterion A-C
2: At least some evidence for all unit criteria in Category I (A-F); adequate evidence for criteria A-C
2: At least some evidence for all unit criteria in Category I (A-F); adequate evidence for criteria A-C

HMH Category II: NGSS Instructional Supports - Relevance and Authenticity (Criteria A)
Inadequate
Adequate
Adequate
Inadequate
Adequate
Adequate
Adequate

HMH Category II: NGSS Instructional Supports - Student Ideas (Criteria B)
None
Adequate
Adequate
Inadequate
Adequate
Adequate
Adequate

HMH Category II: NGSS Instructional Supports - Building Progressions (Criteria C)
None
Adequate
Adequate
Inadequate
Adequate
Adequate
Adequate

HMH Category II: NGSS Instructional Supports - Scientific Accuracy (Criteria D)
Adequate
Adequate
Adequate
Inadequate
Adequate
Adequate
Extensive

HMH Category II: NGSS Instructional Supports - Differentiated Instruction (Criteria E)
Extensive
Adequate
Adequate
Inadequate
Adequate
Adequate
Adequate

HMH Specific evidence and reasoning for Category II (Criteria A-E):
A. Some of the lessons connected to their community. However, more often then not even the hands-on could not be completed at home. They did enjoy the
A. *Gives kid-friendly definitions of key vocabulary*Connects to prior knowledge *Can you explain it?*Explore the problem*Make a plan/give evidenceB. *Wor
A. Lessons include familiar phenomena such as melting, evaporation, and material comparisons.B. Students make predictions, create models, and explain re
A. Phenomenon is good but does not flow through all of the lesson. The phenomenon is not directly reflected in the labs.B. There are some opportunities for s
A. In Unit 3, students engage with observable variation in organisms during the Unit Launch phenomenon. Investigation lessons require students to analyze li
A. The students loved being able to watch the phenomena and connect it to something they knew. We would watch it as a group then they would write down
A. Students engaged with phenomena through hands-on and visual experiences, such as observing plant growth, discussing weather changes, and looking a

HMH Suggestions for improvement for Category II (Criteria A-E):
N/A
"Providing evidence" is very trick for kindergarten students - most said "just because" when asked to support their answer with evidence or just gave a blank s
A. Provide guidance for connecting particle-level concepts to students' home, community and life experiences.B. Increase opportunities for students to revise
N/A
N/A
N/A
N/A

HMH Rating for Category II: Instructional Supports - Lesson Rating (Criteria A-E only)
1: Adequate evidence of quality for at least two criteria in the category
2: Some evidence for all criteria in the category and adequate evidence for at least four criteria, including A
2: Some evidence for all criteria in the category and adequate evidence for at least four criteria, including A
1: Adequate evidence of quality for at least two criteria in the category
2: Some evidence for all criteria in the category and adequate evidence for at least four criteria, including A
2: Some evidence for all criteria in the category and adequate evidence for at least four criteria, including A
2: Some evidence for all criteria in the category and adequate evidence for at least four criteria, including A

HMH Category II (Unit Only): Teacher Support for Unit Coherence (Criteria F)
Inadequate
Did not rate
Did not rate
Inadequate
Adequate
Adequate
Adequate

HMH Category II (Unit Only): Scaffolded differentiation over time (Criteria G)
Inadequate
Did not rate
Did not rate
None
Adequate
Adequate
Adequate

HMH Specific evidence and reasoning for Category II Unit Criteria (F-G):
F. Once i got the hang of the online portion this became more towards adequate, however there is a strong learning curve to be able to find all the standards
N/A
N/A
F. There is a consistent structure is present but it does not lend to deeper learning.
F. Teacher guidance links student engagement through review of prior Science Log entries, revisiting the anchoring phenomenon, and prompting new questic
F. The beginning of each lesson the students create a question about the phenomena or one that goes with the hands-on activities. At the end of the lesson
F. The HMH Science units are organized in a clear sequence of lessons, which helps teachers guide students through a progression of learning over time. Sc

HMH Suggestions for improvement for Category II Unit Criteria (F-G):
N/A
N/A
N/A
N/A
N/A
n/a
N/A

HMH Rating for Category II: NGSS Instructional Supports - Unit Rating (Criteria A-G)
1: Adequate evidence for at least three criteria in the category
1: Adequate evidence for at least three criteria in the category
2: Some evidence for all criteria in the category and adequate evidence for at least five criteria, including A
1: Adequate evidence for at least three criteria in the category
2: Some evidence for all criteria in the category and adequate evidence for at least five criteria, including A
2: Some evidence for all criteria in the category and adequate evidence for at least five criteria, including A
2: Some evidence for all criteria in the category and adequate evidence for at least five criteria, including A

HMH Category III: Monitoring NGSS Student Progress - Monitoring 3D student performances (Criteria A)
Inadequate
Inadequate
Adequate
Adequate
Adequate
Adequate
Inadequate

HMH Category III: Monitoring NGSS Student Progress - Formative assessment processes (Criteria B)
Adequate
Adequate
Adequate
Adequate
Adequate
Adequate
Adequate

HMH Category III: Monitoring NGSS Student Progress - Scoring guidance (Criteria C)
None
None
Adequate
Inadequate
Adequate
Adequate
Inadequate

HMH Category III: Monitoring NGSS Student Progress - Unbiased tasks/items (Criteria D)
Adequate
Inadequate
Inadequate
Adequate
Adequate
Adequate
Adequate

HMH Specific evidence and reasoning for Category III (Criteria A-D):
A. The hands on and the online quizzes were where I was able to observe students using. But again there was a lack of curriculum or concepts being taught.I
A. *Not all cross-cutting concepts/SEP's are covered or developmentally appropriate for Kindergarten*Idea organizer - had to do whole group and even then i
A. Students create hands-on models and explanations that show they understand the structure and behavior of matter and what matter is made of.B. Formati
C. Grading is not fluid, the teacher must scroll through every students' lessons to grade responses. Lessons include the reading material with prompts and qu
A. Example SEP: Analyze and interpret data from life cycle diagrams. Example from DCI - Explain how traits are inherited from parents. Example from CCC-
A. The hands-on activities allow students to show what they know. The students are able to document what they find in the process. There is also a readines
A. Students demonstrated learning through observations, discussions, drawings, and simple written responses, especially during investigations like plant grov

HMH Suggestions for improvement for Category III (Criteria A-D):
N/A
Maybe a more kid-friendly graphic organizer
Revise the rubrics so they clearly evaluate how well students integrate Science and Engineering Practices (SEP), Disciplinary Core Ideas (DCI), and Crosscu
N/A
N/A
n/a
N/A

HMH Rating for Category III. Monitoring NGSS Student Progress - Lesson Rating (Criteria A-D only)
1: Adequate evidence for at least two criteria in the category
1: Adequate evidence for at least two criteria in the category
2: Some evidence for all criteria in the category and adequate evidence for at least three criteria, including A
1: Adequate evidence for at least two criteria in the category
2: Some evidence for all criteria in the category and adequate evidence for at least three criteria, including A
2: Some evidence for all criteria in the category and adequate evidence for at least three criteria, including A
2: Some evidence for all criteria in the category and adequate evidence for at least three criteria, including A

HMH Category III (Unit Only): Coherent Assessment system (Criteria E)
Adequate
Did not rate
Did not rate
Inadequate
Adequate
Adequate
Adequate

HMH Category III (Unit Only): Opportunity to learn and receive feedback (Criteria F)
Inadequate
Did not rate
Did not rate
Inadequate
Adequate
Adequate
Adequate

HMH Specific evidence and reasoning for Category III Unit Criteria (E-F):
E. The curriculum has the components, I just found it hard to locate since they were online and others in the manual. I am not a teacher who is going to spen
N/A
N/A
E. There was no self assessment opportunities but all others were included.F. There are no simulations in the program. The questions and prompts in the les
E. Assessment Unit readiness check - Are you ready?, Lesson Quizzes - Can you apply it?, Unit 2 test performance-based assessment - assessments are av
E. There is a readiness check at the beginning of each unit. Each lesson as a lesson check along with a quiz. Each Unit has a culminating test. I have not f
E. The curriculum includes beginning, middle, and end-of-unit tasks, but they are not always clearly connected as a coherent system of assessment.Formativ

HMH Suggestions for improvement for Category III Unit Criteria (E-F):
N/A
N/A
N/A
N/A
N/A
n/a
N/A

HMH Rating for Category III: Monitoring NGSS Student Progress - Unit Rating (Criteria A-F)
1: Adequate evidence for at least three criteria in the category
1: Adequate evidence for at least three criteria in the category
2: Some evidence for all criteria in the category and adequate evidence for at least five criteria, including A
1: Adequate evidence for at least three criteria in the category
2: Some evidence for all criteria in the category and adequate evidence for at least five criteria, including A
2: Some evidence for all criteria in the category and adequate evidence for at least five criteria, including A
2: Some evidence for all criteria in the category and adequate evidence for at least five criteria, including A

HMH Category Ratings Summary: Transfer the rating score for each category [Category I: NGSS 3D Design]
1
1
2
1
1
2
2

HMH Category Ratings Summary: Transfer the rating score for each category [Category II: NGSS Instructional Supports]
1
1
2
1
2
2
2

HMH Category Ratings Summary: Transfer the rating score for each category [Category III: Monitoring NGSS Student Progress]
1
1
2
1
2
2
2

HMH Calculate Total Score:	HMH Overall Rating (Based on Total Score and Evidence)	Overall Summary Comments: 2
3	N: Not ready to review (Total Score 0-2)	N/A
3	R: Revision needed (Total Score ~3-5)	N/A
6	E/I: Example of high quality NGSS design if Improved (Total Score ~6-7)	N/A
3	R: Revision needed (Total Score ~3-5)	n/a
5	R: Revision needed (Total Score ~3-5)	N/A
6	E/I: Example of high quality NGSS design if Improved (Total Score ~6-7)	n/a
6	E/I: Example of high quality NGSS design if Improved (Total Score ~6-7)	

Savvas Grade:	Savvas Category I: NGSS 3D Design - Explaining Phenomena/Designing Solutions (Criteria A)
5	Adequate
6	Extensive
7	Adequate
3	Adequate
2	Extensive
4	Adequate
K	Adequate

Savvas Category I: NGSS 3D Design - Three Dimensions - Provides opportunities to develop and use specific elements of the SEP(s). (Criteria B.i)
Adequate
Adequate
Adequate
Adequate
Extensive
Adequate
Adequate

Savvas Category I: NGSS 3D Design - Three Dimensions - Provides opportunities to develop and use specific elements of the DCI(s). (Criteria B.ii)
Adequate
Extensive
Adequate
Adequate
Extensive
Inadequate
Inadequate

Savvas Category I: NGSS 3D Design - Three Dimensions - Provides opportunities to develop and use specific elements of the CCC(s). (Criteria B.iii)
Adequate
Adequate
Adequate
Adequate
Extensive
Adequate
Adequate

Savvas Category I: NGSS 3D Design - Integrating the Three Dimensions (Criteria C)
Adequate
Extensive
Adequate
Adequate
Extensive
Inadequate
Inadequate

Savvas Specific evidence and reasoning for Category I (Criteria A-C):
A. The phenomena video engages the students by helping them to relate to their prior knowledge. The everyday phenomenon activities support the video to
A. Unit starts with an overarching phenomenon that links each Experience together. Uses real life phenomena that students can relate to. Students have the
A. It was observable in SAVVAS that most materials that I use (most because not all AZSci Standards are in line with NGSS) begins their lessons with a relev
A. There are questions that allow students to share and collaborate with their team and partners.B. i. Hands-on activities and opportunities for students are e
A. See-Think-AskSee Prompt students to think about their observations from the Anchoring Phenomenon Video and record their responses in the See sectio
A. Everyday phenomenon activity uses pictures and videos to hook student interests and provides students opportunities to make sense. Opportunities to des
A. The Everyday Phenomenon Video is used to spark interest and activate students' thinking (prior knowledge) about how the sand feels on a warm day at a

Savvas Suggestions for improvement for Category I (Criteria A-C):
The students really liked the phenomenon videos. I would suggest more phenomenon videos, instead of the teacher doing a demonstration.
I would suggest there be a section that introduces students to the SEPs and CCCs. and how they are integrated into scientific inquiry
A. I noticed that the materials could better emphasize students' prior experiences and revisiting the phenomenon after the lesson so students can clearly con
N/A
None the activity really has students engaged in their learning and excited
Needs to align to AZ standards
For some lessons, there are no phenomena videos. For example, Lesson 2: Weather Patterns: no video but it says to watch the video.

Savvas Rating for Category I. NGSS 3D Design - Lesson Rating (Criteria A-C only)
2: Adequate evidence to meet all three criteria in the category
3: Extensive evidence to meet at least two criteria (and at least adequate evidence for the third)
2: Adequate evidence to meet all three criteria in the category
2: Adequate evidence to meet all three criteria in the category
3: Extensive evidence to meet at least two criteria (and at least adequate evidence for the third)
1: Adequate evidence to meet at least one criterion in the category, but insufficient evidence for at least one other criterion
1: Adequate evidence to meet at least one criterion in the category, but insufficient evidence for at least one other criterion

Savvas Category I (Unit Only): Unit Coherence (Criteria D)	Savvas Category I (Unit Only): Multiple Science Domains (Criteria E)
Adequate	Adequate
Adequate	Adequate
Adequate	Adequate
Adequate	Adequate
Did not rate	Did not rate
Inadequate	Inadequate
Did not rate	Did not rate

Savvas Category I (Unit Only): Math and ELA Connections (Criteria F)
Adequate
Extensive
Did not rate
Adequate
Did not rate
Adequate
Did not rate

Savvas Specific evidence and reasoning for Category I Unit Criteria (D-F):
D. Each lesson begins with a phenomenon which builds on prior lessons. The everyday phenomenon activity has the students use their prior knowledge and
D. Lessons are organized into a 5 E format, Lessons start by introducing a Phenomena, that allow students to utilize their prior knowledge and develop a driv
D. In terms of Unit Coherence, I observed that the SAVVAS program uses what they call “Experiences,” where each experience builds on the previous one. T
A. There is alignment in all the units and lessons. Phenomena are related and students can make connections easily. Collaboration through open ended ques
N/A
D. Magnetism was not provided i the 4th grade curriculumE. Physical science - missing; Life science check on life science for grade 4; earth/space - weather/
n/a

Savvas Suggestions for improvement for Category I Unit Criteria (D-F):
N/A
N/A
For improvement, I noticed that few materials listed in the online program are accessible, as some videos, documents, and other resources are not available.
N/A
N/A
N/A
n/a

Savvas Rating for Category I. NGSS 3D Design - Unit Rating (Criteria A-F)
2: At least some evidence for all unit criteria in Category I (A-F); adequate evidence for criteria A-C
3: At least adequate evidence for all of the unit criteria in the category; extensive evidence for criteria A-C
2: At least some evidence for all unit criteria in Category I (A-F); adequate evidence for criteria A-C
2: At least some evidence for all unit criteria in Category I (A-F); adequate evidence for criteria A-C
2: At least some evidence for all unit criteria in Category I (A-F); adequate evidence for criteria A-C
1: Adequate evidence for some criteria in Category I, but inadequate/no evidence for at least one criterion A-C
1: Adequate evidence for some criteria in Category I, but inadequate/no evidence for at least one criterion A-C

Savvas Category II: NGSS Instructional Supports - Relevance and Authenticity (Criteria A)
Adequate
Adequate
Adequate
Adequate
Adequate
Adequate
Did not rate

Savvas Category II: NGSS Instructional Supports - Student Ideas (Criteria B)
Adequate
Extensive
Did not rate
Adequate
Extensive
Adequate
Did not rate

Savvas Category II: NGSS Instructional Supports - Building Progressions (Criteria C)
Adequate
Adequate
Adequate
Adequate
Extensive
Inadequate
Did not rate

Savvas Category II: NGSS Instructional Supports - Scientific Accuracy (Criteria D)
Adequate
Adequate
Did not rate
Adequate
Extensive
Inadequate
Did not rate

Savvas Category II: NGSS Instructional Supports - Differentiated Instruction (Criteria E)
Extensive
Adequate
Adequate
Extensive
Extensive
Adequate
Did not rate

Savvas Specific evidence and reasoning for Category II (Criteria A-E):
A. I The students experience the phenomena by doing an investigation in which they write about what they notice, what they think, and ask a question. If the
A. Curriculum gives alternate phenomena that are related to home, neighborhood and community. Given Phenomenon allows students to come up with their
A. In terms of Relevance and Authenticity, I observed that the SAVVAS materials present phenomena and scenarios that reflect real-world science, often sho
A. Students engage and enjoy the experiments. The phenomena gives students an opportunity to collaborate and share their thinking. The hands-on activiti
A. The curriculum meets all 3 criteria provides support for teachers and also provides engaging activities for students to build their knowledge in scienceB. C
A. i. Yes through media representationsii. Curriculum did not provideiii. Yes. Everyday phenomenon activityB. Hands on activities provide opportunities for stu

Savvas Suggestions for improvement for Category II (Criteria A-E):
N/A
N/A
For improvement, it would be helpful if the online materials included translation options so multilingual learners could better access and understand the conte
N/A
N/A
N/A

Savvas Rating for Category II: Instructional Supports - Lesson Rating (Criteria A-E only)
3: At least adequate evidence for all criteria in the category; extensive evidence for at least one criterion
3: At least adequate evidence for all criteria in the category; extensive evidence for at least one criterion
2: Some evidence for all criteria in the category and adequate evidence for at least four criteria, including A
3: At least adequate evidence for all criteria in the category; extensive evidence for at least one criterion
3: At least adequate evidence for all criteria in the category; extensive evidence for at least one criterion
2: Some evidence for all criteria in the category and adequate evidence for at least four criteria, including A

Savvas Category II (Unit Only): Teacher Support for Unit Coherence (Criteria F)
Adequate
Adequate
Adequate
Extensive
Did not rate
Adequate
Did not rate

Savvas Category II (Unit Only): Scaffolded differentiation over time (Criteria G)
Adequate
Adequate
Did not rate
Adequate
Did not rate
Adequate
Did not rate

Savvas Specific evidence and reasoning for Category II Unit Criteria (F-G):
F. i. At the end of a topic, there is a Wrap-up and Assessment. The teacher is to revisit the anchoring phenomenon. The teacher asks the students some qu
F. Units can be used together or individually. For instance in 6th grade science we used the experience about gravity from the unit on Forces. G. Lessons ar
F. In terms of Teacher Support for Unit Coherence, I observed that the SAVVAS materials provide a clear structure through their experiences, which help tea
F. Savvas did a great job on this! The support and the resources they provide for Arizona standards really did will and make it easier for the teachers to provic
N/A
F. The curriculum has student engagement across lessons through anchoring phenomenon and everyday phenomenon activities. Sense-making and STEAM

Savvas Suggestions for improvement for Category II Unit Criteria (F-G):
N/A
n/a
N/A
N/A
N/A
The could be a better connection from topic to topic. Curriculum is difficult to find for grade level standards.

Savvas Rating for Category II: NGSS Instructional Supports - Unit Rating (Criteria A-G)
2: Some evidence for all criteria in the category and adequate evidence for at least five criteria, including A
3: At least adequate evidence for all criteria in the category; extensive evidence for at least two criteria
2: Some evidence for all criteria in the category and adequate evidence for at least five criteria, including A
2: Some evidence for all criteria in the category and adequate evidence for at least five criteria, including A
2: Some evidence for all criteria in the category and adequate evidence for at least five criteria, including A
2: Some evidence for all criteria in the category and adequate evidence for at least five criteria, including A

Savvas Category III: Monitoring NGSS Student Progress - Monitoring 3D student performances (Criteria A)
Adequate
Adequate
Adequate
Adequate
Extensive
Adequate
Did not rate

Savvas Category III: Monitoring NGSS Student Progress - Formative assessment processes (Criteria B)
Adequate
Inadequate
Adequate
Adequate
Extensive
Adequate
Did not rate

Savvas Category III: Monitoring NGSS Student Progress - Scoring guidance (Criteria C)
Adequate
Adequate
Adequate
Adequate
Extensive
Inadequate
Did not rate

Savvas Category III: Monitoring NGSS Student Progress - Unbiased tasks/items (Criteria D)
Adequate
Adequate
Did not rate
Adequate
Extensive
Adequate
Did not rate

Savvas Specific evidence and reasoning for Category III (Criteria A-D):
A. The lessons in SAVVAS have investigations with workbook activities in which the students work in small groups to make sense of the task. For example: T
A. Students are able to demonstrate what they have learned in multiple ways. Lessons are designed with 3D learning in mind. Pinpointing where the CCC(s)
A. In terms of Monitoring 3D Student Performances, I observed that SAVVAS includes activities, labs, and questions that allow students to demonstrate their
A. Hands on activities and online quizzes are evident. They also make sure that it is aligned to Arizona standards.B. Assessments are both in online and pape
A. Curriculum did provide all the essential information needed for students to make sense in all three dimensions of the phenomena and the design solutions
A. Hands on activities and some virtual labs elicit direct, observable evidence of three dimensional learningB. Exit tickets are providedC. Answer keys were di

Savvas Suggestions for improvement for Category III (Criteria A-D):
N/A
n/a
N/A
N/A
N/A
A topic is taught over a few weeks. Only 1 virtual lab was provided. I would like to see more virtual labs. Include answer keys in the teacher's guide

Savvas Rating for Category III. Monitoring NGSS Student Progress - Lesson Rating (Criteria A-D only)
2: Some evidence for all criteria in the category and adequate evidence for at least three criteria, including A
2: Some evidence for all criteria in the category and adequate evidence for at least three criteria, including A
2: Some evidence for all criteria in the category and adequate evidence for at least three criteria, including A
3: At least adequate evidence for all criteria in the category; extensive evidence for at least one criterion
3: At least adequate evidence for all criteria in the category; extensive evidence for at least one criterion
2: Some evidence for all criteria in the category and adequate evidence for at least three criteria, including A

Savvas Category III (Unit Only): Coherent Assessment system (Criteria E)
Adequate
Inadequate
Adequate
Adequate
Did not rate
Inadequate
Did not rate

Savvas Category III (Unit Only): Opportunity to learn and receive feedback (Criteria F)
Adequate
Extensive
Did not rate
Adequate
Did not rate
Adequate
Did not rate

Savvas Specific evidence and reasoning for Category III Unit Criteria (E-F):
E. SAVVAS preassessment in each lesson when the teacher asks questions before the phenomenon or before the literacy station to check for prior knowledg
E. Students self assess throughout the units identifying if they understand the concept or not using emojis. Pre assessment is implied as students look at the
E. In terms of a Coherent Assessment System, I observed that SAVVAS includes different types of assessments such as pre-assessments, formative assess
E. This is a good curriculum. The assessment is highly aligned and it's easy to use for teachers. They make sure everything is aligned to Arizona standards.F
N/A
E. The everyday phenomenon activity gives opportunity for students to provide prior knowledge. It is not an adequate pre-assessment to determine how mucl

Savvas Suggestions for improvement for Category III Unit Criteria (E-F):
N/A
A summative that is task based and utilizes their knowledge to answer a similar phenomena.
N/A
N/A
N/A
Preassessment and self-assessment measures

Savvas Rating for Category III: Monitoring NGSS Student Progress - Unit Rating (Criteria A-F)
3: At least adequate evidence for all criteria in the category; extensive evidence for at least one criterion
2: Some evidence for all criteria in the category and adequate evidence for at least five criteria, including A
2: Some evidence for all criteria in the category and adequate evidence for at least five criteria, including A
3: At least adequate evidence for all criteria in the category; extensive evidence for at least one criterion
2: Some evidence for all criteria in the category and adequate evidence for at least five criteria, including A
1: Adequate evidence for at least three criteria in the category

Savvas Category Ratings Summary: Transfer the rating score for each category [Category I: NGSS 3D Design]
2
3
2
2
2
1

Savvas Category Ratings Summary: Transfer the rating score for each category [Category II: NGSS Instructional Supports]
2
3
2
3
2
2

Savvas Category Ratings Summary: Transfer the rating score for each category [Category III: Monitoring NGSS Student Progress]
3
2
2
3
2
1

Savvas Calculate Total Score:	Savvas Overall Rating (Based on Total Score and Evidence)	Overall Summary Comments: 3
7	E/I: Example of high quality NGSS design if Improved (Total Score ~6-7)	n/a
8	E: Example of high quality NGSS design (Total Score ~8-9)	N/A
6	E/I: Example of high quality NGSS design if Improved (Total Score ~6-7)	N/A
8	E: Example of high quality NGSS design (Total Score ~8-9)	n/a
6	E/I: Example of high quality NGSS design if Improved (Total Score ~6-7)	N/A
4	R: Revision needed (Total Score ~3-5)	N/A