Texas Resource Review (TRR)
Science Grades 9–12

Purpose

Structure

Categories

Category	Description

[redacted]

	Number of Indicators	Total Possible Points	Display on Report
	N/A	N/A	% TEKS and ELPS
[redacted]	2. Instructional Anchor		

Scoring Methodology

Science Grades 9–12 Scoring

Texas Essential Knowledge and Skills and English Language Proficiency Standards-Alignment Review

student use **intended for teacher use** **intended for**

All materials must be reviewed for standards alignment.

Category	Student TEKS %	Teacher TEKS %	Student ELPS %	Teacher ELPS %

Texas Resource Review

Knowledge Coherence

Science Indicator	Science Guidance	Scoring
3.1 Materials are designed to build knowledge systematically, coherently, and accurately.		

Science Indicator	Science Guidance	Scoring
4.1 Materials provide opportunities for students to engage in productive struggle through sensemaking that involves reading, writing, thinking, and acting as scientists and engineers.	• Materials consistently support students' meaningful sensemaking through reading, writing, thinking, and acting as scientists and engineers. • Materials provide multiple opportunities for students to engage with grade-level appropriate scientific texts to gather evidence and develop understanding of concepts. •	

Science Indicator	Science Guidance	Scoring
6.1 Materials include a variety of TEKS-aligned and developmentally appropriate assessment tools.	• Materials include a range of diagnostic, formative, and summative assessments that include formal and( )]TJ 0 -1.1 (al an)2. 1 i7 arma10.n(06Teo)-6.6 (p)2.2 (p)13.2 (o)-6.7 • Materials assess all student expectations and indicate which student expectations are assessed. • Materials include assessments that [illegible] Tc 0.003 Tw 0.62 0 Td[(t)-3 (h)2.3 (at)-3 (1 i7)-1tegrate • Materials include	

Science Indicator	Science Guidance	Scoring
7.1 Materials include guidance, scaffolds, supports, and extensions that maximize student learning potential.	• Materials provide recommended targeted instruction and activities to scaffold learning for students who have not yet achieved mastery. • Materials provide enrichment activities for all levels of learners. • Materials provide scaffolds and guidance for just-in-M6 6 2355939t48337. 8 -m2 Tw 0. T. <</MCID 9ID 33 BDC /C 1 1 Tf-27.413 -1.11.04 41.64 400.8252(t4832300.8-m	

Implementation Supports

Science Indicator	Science Guidance	Scoring
8.1 Materials include year-long plans with practice and review opportunities that support instruction.	• Materials are accompanied by a TEKS-aligned scope and sequence outlining the order in which knowledge and skills are taught and built in the course materials. • Material provides teacher clarity in facilitating students in making connections between core concepts and scientific and eng ce mt anctuekk anx sxaorecieue Tf0..denf.d fad.272 Td(a)1046 l Tf0.d0.6 (c)-1.9 (Tf0..a)cre7 9 (an2.3 (fa)l)Tj0.002 Tj0.002(i)10.6iral Tf0.d0.6 (c)-3.2 (l)-2001 Tc.6	

Design Features

Science Indicator	Science Guidance	Scoring
9.1 The visual design of materials is clear and easy to understand.	• Materials include an appropriate amount of white space and a design that supports and does not distract from student learning. • Materials embed age-appropriate pictures and graphics that support student learning and engagement without being visually distracting. • Materials are free of technical errors.	Not Scored
9.2 Materials are intentionally designed to engage and support student learning with the integration of digital technology.	• Materials integrate digital technology and tools that support student learning and engagement without being distracting. • Materials integrate digital technology in ways that support student engagement with the science and engineering practices, and course-specific content. • Materials integrate digital technology that provides opportunities for teachers and/or students to collaborate. • Materials integrate digital technology that is compatible with a variety of learning management systems.	Not Scored
9.3 Digital technology or online components are developmentally and course-appropriate and provide support for learning.	• Digital technology and online components are developmentally appropriate for the course and align with the scope and approach to science knowledge and skills progression. • Materials provide teacher guidance for the use of embedded technology to support and enhance student learning. • Materials are available to parents and caregivers to support student engagement.	Not Scored

Additional Information: Technology, Price, Professional Learning, and Additional Language Supports

Science Indicator	Science Guidance	Scoring
10.1 Technology Specifications	• Technology Specifications form from the publisher is available.	Not Scored
10.2 Price Information	• Price Information form from the publisher is available.	Not Scored
10.3 Professional Learning	• Professional Learning form from the publisher is available.	Not Scored
10.4 Additional Language Supports	• Additional Language Supports form from the publisher is available.	Not Scored
10.5 Accessibility Requirements	• Accessibility Requirements form from the publisher is available.	Not Scored
10.6 Evidence-Based Information	• Information regarding the program's eviden736 3417(h)2.2 (e)-3 (p)2.2 2Not SequiBDC 3]TJ 0 Tc 0 Tw 4.978 0 Td(-)Tj0.304 0 Td[B)0.5 (a)11.6 (se)-2BDC (p)-(t S)a.5 p9	

Appendix

Science (K–12)

The Texas Resource Review Science (K–12) rubric was developed in collaboration with science content experts at TEA, independent science content experts, key stakeholders, and in alignment with other