**Reviewer Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Lesson/Unit Title:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**I. Alignment to the NGSS**

The lesson or unit aligns with the conceptual shifts of the NGSS:

|  |  |  |
| --- | --- | --- |
| Criteria | Specific evidence from materials and reviewers’ reasoning | Suggestions for improvement |
| A. Grade‐appropriate elements of the science and engineering practice(s),disciplinary core idea(s), and crosscutting concept(s), work together tosupport students in three‐dimensional learning to make sense ofphenomena and/or to design solutions to problems.i. Provides opportunities to develop and use specific elements of thepractice(s) to make sense of phenomena and/or to design solutions toproblems.ii. Provides opportunities to develop and use specific elements of thedisciplinary core idea(s) to make sense of phenomena and/or to designsolutions to problems.iii.Provides opportunities to develop and use specific elements of thecrosscutting concept(s) to make sense of phenomena and/or to designsolutions to problems.iv.The three dimensions work together to support students to make senseof phenomena and/or to design solutions to problems. |  |  |

A unit or longer lesson will also:

|  |  |  |
| --- | --- | --- |
| Criteria | Specific evidence from materials and reviewers’ reasoning | Suggestions for improvement |
| B. Lessons fit together coherently targeting a set of performance expectations.i. Each lesson links to previous lessons and provides a need to engage inthe current lesson.ii. The lessons help students develop proficiency on a targeted set ofperformance expectations.C. Where appropriate, disciplinary core ideas from different disciplines areused together to explain phenomena. D.Where appropriate, crosscutting concepts are used in the explanation ofphenomena from a variety of disciplines.E. Provides grade‐appropriate connection(s) to the Common Core StateStandards in Mathematics and/or English Language Arts & Literacy inHistory/Social Studies, Science and Technical Subjects. |  |  |

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| **Disciplinary Core Ideas (DCIs)** | **Element** | **Evidence** |
|  |  |  |

**Evidence that Disciplinary Core Ideas (DCIs), Science and Engineering Practice (SEP) and Crosscutting Concepts (CCCs) were included in this lesson**

**Reviewer Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Lesson/Unit Title:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
| **Science and Engineering Practice (SEP)** | **Element** | **Evidence** |
|  |  |  |

**Evidence that Disciplinary Core Ideas (DCIs), Science and Engineering Practice (SEP) and Crosscutting Concepts (CCCs) were included in this lesson**

**Reviewer Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Lesson/Unit Title:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Evidence that Disciplinary Core Ideas (DCIs), Science and Engineering Practice (SEP) and Crosscutting Concepts (CCCs) were included in this lesson**

|  |  |  |
| --- | --- | --- |
| **Crosscutting Concepts (CCCs)** | **Element** | **Evidence** |
|  |  |  |