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

**I. Alignment to the NGSS**

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

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| --- | --- | --- |
| 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 to  support students in three‐dimensional learning to make sense of  phenomena and/or to design solutions to problems.  i. Provides opportunities to develop and use specific elements of the  practice(s) to make sense of phenomena and/or to design solutions to  problems.  ii. Provides opportunities to develop and use specific elements of the  disciplinary core idea(s) to make sense of phenomena and/or to design  solutions to problems.  iii.Provides opportunities to develop and use specific elements of the  crosscutting concept(s) to make sense of phenomena and/or to design  solutions to problems.  iv.The three dimensions work together to support students to make sense  of phenomena and/or to design solutions to problems. |  |  |

A unit or longer lesson will also:

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| --- | --- | --- |
| 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 in  the current lesson.  ii. The lessons help students develop proficiency on a targeted set of  performance expectations.  C. Where appropriate, disciplinary core ideas from different disciplines are  used together to explain phenomena.    D.Where appropriate, crosscutting concepts are used in the explanation of  phenomena from a variety of disciplines.  E. Provides grade‐appropriate connection(s) to the Common Core State  Standards in Mathematics and/or English Language Arts & Literacy in  History/Social Studies, Science and Technical Subjects. |  |  |

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

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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:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- | --- |
| **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** |
|  |  |  |