

CA NGSS TIME Prescreen Tool

3 = Strong evidence 2 = Adequate evidence 1 = Limited/No evidence

Criteria	Evidence: What was in the materials? Where was it? Why is this evidence?	Shows Promise/Score
<p>Use Phenomena/Problems. Materials provide relevant and authentic learning contexts through which students:</p> <ul style="list-style-type: none"> • engage as directly as possible with phenomena or problems to ask and answer their questions as well as questions from other sources; and • have the potential to use the three dimensions to make sense of phenomena or design solutions to problems.* 		
<p>Presence of Logical Sequence. Student learning across the three dimensions is:</p> <ul style="list-style-type: none"> • arranged in a logical sequence; and • sufficient and appropriate for students to figure out the phenomena or problems.* 		
<p>Students are Figuring Out. Materials position students to make sense of phenomena and design solutions to problems by*:</p> <ul style="list-style-type: none"> • asking and answering questions that link learning over time; and • using the three dimensions to link prior knowledge and negotiate new understandings and abilities. 		
<p>Three-dimensional Performances. Materials include assessments designed to:</p> <ul style="list-style-type: none"> • match the targeted learning goals; and • elicit evidence of students' use of the three dimensions to make sense of phenomena and/or to design solutions to problems.* 		
<p>Insert district-specific criteria as needed. Materials include features that are considered important for the learning outcomes of the student population in the district (see District Lens).</p>		

*To the extent possible when reviewing a limited portion of the instructional materials.