

Look Fors in Grades 9–12 Science

Look for	Description
Program and Lesson Components	<p>Grade 9—<i>EarthComm</i>, It’s About Time</p> <p>Grade 10—<i>BSCS Biology: A Human Approach</i>, Kendall Hunt</p> <p>Grades 11–12—<i>Active Chemistry or Active Physics</i>, It’s About Time</p> <p>Evidence of use of grade-level/content <i>Teacher’s Guide</i> (TE), DPS Matrices and Embedded Assessment/Implementation Guides to implement lessons incorporating:</p> <ul style="list-style-type: none"> • Day Starter (5–10 minutes*) <ul style="list-style-type: none"> ○ Teacher assesses student knowledge (e.g., conceptions, misconceptions). ○ Teacher engages students in lesson (e.g., introduces vocabulary, connects with current events, poses “question of the day”). • Inquiry Lesson (about 40 minutes) <ul style="list-style-type: none"> ○ Using multiple modalities, teacher explicitly shares learning goals, standards, and benchmarks with students. ○ Teacher explicitly shares posted safety procedures required in lab experiments and provides necessary safety equipment for student use. ○ All students engage in lesson—primarily student-led learning environment with some teacher-directed instruction. Teacher plans activities that build on key concepts and skills that are differentiated (supplemented, modified, and/or adjusted) to meet student needs. Work varies between independent, paired, group, and whole class, depending on purpose for differentiation. • Lesson Closure (about 10 minutes) <ul style="list-style-type: none"> ○ Students share the day’s learning (e.g., exit tickets, presentations, informal assessment activity).
Classroom Environment	<p>Arrangement</p> <ul style="list-style-type: none"> • All secondary programs designed around cooperative four-student group work <p>Displays</p> <ul style="list-style-type: none"> • Program artifacts (e.g., science lab write-ups, charts, graphs, models) • Science word wall for at least current unit and process skills terminology • Current student work • Safety procedures for lab experiments clearly posted <p>Tools</p> <ul style="list-style-type: none"> • Science tools (e.g., equipment including use of science notebooks) readily accessible to students; time included for student reflective thinking and writing
Program Assessment Opportunities (Evidence of Learning)	<p>Written Products</p> <ul style="list-style-type: none"> • Writing (e.g., notebook entries, lab reports) to assess student growth and inform instruction • DPS Embedded Assessments <p>Observation</p> <ul style="list-style-type: none"> • Observation • Accountable talk (questioning one another and using evidence to support claims, relevant conversation)

*Based on a 60-minute class period