

## Prescreening Reporting Document

### Process:

1. Read the sales brochure and access the resource
2. Read through the Overview - what claims are being made?
3. Read through the unit materials, look for and cite evidence of prescreen statements
4. Reconnect with your group:
  - a. Share evidence
  - b. Determine score each statement, can you come to consensus using evidence to support your argument?
5. Return to the large group at \_\_\_\_:
  - a. What agreements do you see? What questions need to be asked?
  - b. Can you individually commit to a score for each prescreening statement? Be prepared to share evidence to support your score

Criteria	Specific Evidence:	Score
<b>Use of Phenomena/Problems.</b> Materials provide relevant and authentic learning contexts through which students <ul style="list-style-type: none"> <li>• engage as directly as possible with phenomena or problems to ask and answer their questions as well as questions from other sources and</li> <li>• have the potential to use the three dimensions to make sense of phenomena or design solutions to problems.*</li> </ul>		
<b>Presence of Logical Sequence.</b> Student learning across the three dimensions is <ul style="list-style-type: none"> <li>• arranged in a logical sequence and</li> <li>• sufficient and appropriate for students to figure out the phenomena or problems.*</li> </ul>		
<b>Students Are Figuring Out.</b> Materials position students to make sense of phenomena and design solutions to problems by <ul style="list-style-type: none"> <li>• <b>asking and answering questions that link learning over time</b> and</li> <li>• using the three dimensions to link prior knowledge and negotiate new understandings and abilities.*</li> </ul>		
<b>Three-Dimensional Performances.</b> Materials include assessments designed to <ul style="list-style-type: none"> <li>• match the targeted learning goals and</li> <li>• elicit evidence of students' use of the three dimensions to make sense of phenomena and/or to design solutions to problems.*</li> </ul>		

Score	Description
0	No evidence of this criteria
1	Minimal evidence of this criteria (almost no evidence)
2	Occasional or inconsistent evidence of this criteria
3	Consistent evidence of this criteria
4	Consistent and compelling evidence of this criteria <i>Best example of those criterion</i>