

## CATEGORY 2: ASSESSMENTS

Assessments, like standards-based instruction, need to interweave the disciplinary core ideas, science and engineering practices and cross-cutting concepts. "Effective assessment of three-dimensional science learning requires more than a one-to-one mapping between the NGSS performance expectations and assessment tasks. It is important to note that more than one assessment task may be required to adequately assess students' mastery of some three-dimensional targets, and any given assessment task may assess aspects of more than one performance expectation." ([NGSS Innovations and Instructional Materials](#), 2017)

Feedback on Inquiry Hub Assessments

Feedback on Educurious Assessments

### CATEGORY 3: INCLUSIVE EDUCATIONAL PRACTICES

Instructional materials designed for the NGSS provide opportunities for all learners, and guidance to teachers for supporting diverse student groups, including students from economically disadvantaged backgrounds, students with special needs (e.g., visually impaired students, hearing impaired students), English learners, students from diverse racial and ethnic backgrounds, students with alternative education needs, and talented and gifted students. They do so using a variety of approaches, but also ensure the features of NGSS design are intentionally leveraged to support diverse learners as they develop proficiency, agency, and identity in science. ([NGSS Innovations and Instructional Materials](#), 2017)

Feedback on Inquiry Hub Inclusive Educational Practices

Feedback on Educurious Inclusive Educational Practices

## CATEGORY 5: INSTRUCTIONAL PLANNING AND SUPPORT

“Educators must possess a repertoire of evidence-based instructional strategies in delivering the curriculum to develop talent, enhance learning, and provide students with the knowledge and skills to become independent, self-aware learners, and to give students the tools to contribute to a multicultural, diverse society. The curriculum, instructional strategies, and materials and resources must engage a variety of learners using culturally responsive practices.” –*National Association for Gifted Children website*

Feedback on Inquiry Hub Instructional Planning and Support

Feedback on Educurious Instructional Planning and Support