



EQuIP for Science v3.0

MODULE

6

# Category I: Determining Alignment to the NGSS



## Module 6: Category I: Determining Alignment to the NGSS

Module 6 dives deeper into three-dimensional learning by having participants examine a short video to help us understand how to determine whether the three dimensions are present and if they work together to support students in making sense of phenomena or designing solutions to problems. After this first task, participants begin examining a common lesson using criteria in Category I: NGSS 3D Design.

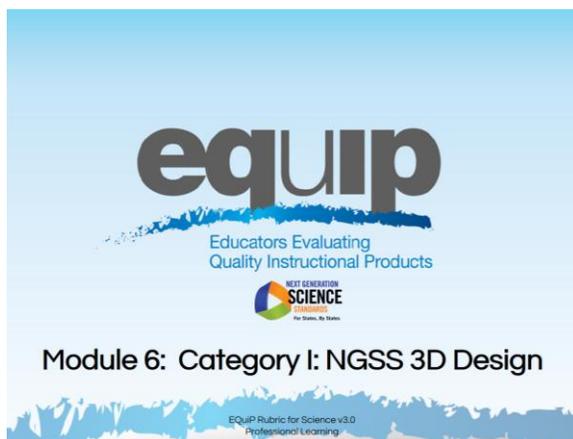
### Materials Needed

1. [Module 6 PowerPoint slides](#) or slides 114–144 of the [full PowerPoint](#)
2. [Common Lesson: Urban Heat Intermediate Version](#) (Ideally this lesson will be shared with participants before the professional learning so they can review it)
3. Blue, orange, and green highlighters.
4. [Handout 2: Using Phenomena in NGSS Lessons and Units](#)\*
5. [Handout 6: Module 4, “EQuIP Agreements and Table Facilitator Guidelines”](#)\*
6. [Handout 7: Module 4, “EQuIP Rubric, Version 3.0”](#)\* or a computer or tablet with the electronic version of the rubric (at least one person per table should record their group’s findings electronically)

*Optional: Because participants will want to consider the elements of the three dimensions, it may be necessary to have copies of the standards as well as [Appendix F](#) and [Appendix G](#). Alternatively, participants can find the standards and appendices at [www.nextgenscience.org](http://www.nextgenscience.org) if Internet access is available.*

\*Introduced in a previous module.

## Introduction to Module 6



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### Module 6: NGSS 3D Design

How can we work together effectively to examine instructional materials collaboratively in order to determine whether or not they align to the criteria in the EQuIP Rubric?



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### Talking Points

- In this module, we're going to apply everything we've learned to this point and actually work together to examine a common lesson using the EQuIP Rubric.
- As we use the EQuIP Rubric in this module to examine instructional materials, you will:
  - Apply the common definitions we discussed in the last module.
  - Locate evidence of specific rubric criteria and use reasoning to explain how or why this evidence meets or does not meet rubric criteria.
  - Evaluate whether the evidence you've located is sufficient to demonstrate NGSS 3D Design.
  - Provide guidance regarding how a lesson or unit might be revised in order to meet rubric criteria.

## Category I: NGSS 3D Design



I. NGSS 3D Design	II. NGSS Instructional Supports	III. Monitoring NGSS Student Progress
<p>The lesson/unit is designed so students make sense of phenomena and/or design solutions to problems by engaging in student performances that integrate the three dimensions of the NGSS.</p> <p><b>A. Explaining Phenomena/Designing Solutions:</b> Making sense of phenomena and/or designing solutions to a problem gives student learning.</p> <ol style="list-style-type: none"> <li>Student questions and/or prior experiences related to the phenomenon or problem motivate sense-making and/or problem solving.</li> <li>The focus of the lesson is to support students in making sense of phenomena and/or designing solutions to problems.</li> <li>When engineering is a learning focus, it is integrated with developing disciplinary core ideas from physical, life, and/or earth and space sciences.</li> </ol> <p><b>B. Three-Dimensions:</b> Builds understanding of multiple grade-appropriate elements of the science and engineering practices (SEPs), disciplinary core ideas (DCIs), and crosscutting concepts (CCCs) that are deliberately selected to aid student sense-making of phenomena and/or designing of solutions.</p> <ol style="list-style-type: none"> <li>Provides opportunities to develop and use specific elements of the SEPs.</li> <li>Provides opportunities to develop and use specific elements of the DCIs.</li> <li>Provides opportunities to develop and use specific elements of the CCCs.</li> </ol> <p><b>C. Integrating the Three Dimensions:</b> Student sense-making of phenomena and/or designing of solutions requires student performances that integrate elements of the SEP, DCI, and CCC.</p>	<p>The lesson/unit supports three-dimensional teaching and learning for ALL students by placing the lesson in a sequence of learning for all three dimensions and providing support for teachers to engage all students.</p> <p><b>A. Relevance and Authenticity:</b> Engages students in authentic and meaningful scenarios that reflect the practice of science and engineering as experienced in the real world.</p> <ol style="list-style-type: none"> <li>Students experience phenomena or design problems as directly as possible (firsthand or through media representation).</li> <li>Includes suggestions for how to connect instruction to the students' home, neighborhood, community and/or culture as appropriate.</li> <li>Provides opportunities for students to connect their explanation of a phenomenon and/or their design solution to a problem to questions from their own experience.</li> </ol> <p><b>B. Student Ideas:</b> Provides opportunities for students to express, clarify, justify, interpret, and represent their ideas and to respond to peer and teacher feedback orally and/or in written form as appropriate.</p> <p><b>C. Building Progressions:</b> Identifies and builds on students' prior learning (to all three dimensions) including providing the following support to teachers:</p> <ol style="list-style-type: none"> <li>Explicitly identifying prior student learning essential for all three dimensions.</li> <li>Clearly explaining how the prior learning will be built upon.</li> </ol> <p><b>D. Scientific Accuracy:</b> Uses scientifically accurate and grade-appropriate scientific information, phenomena, and representations to support students' three-dimensional learning.</p> <ol style="list-style-type: none"> <li>Differentiated instruction: Provides guidance for teachers to support differentiated instruction by including:             <ol style="list-style-type: none"> <li>Appropriate reading, writing, listening, and/or speaking alternatives (e.g., translations, picture support, graphic organizers, etc.) for students who are English language learners, have special needs, or read well below the grade level.</li> <li>Extra support (e.g., phenomena, representations, tasks) for students</li> </ol> </li> </ol>	<p>The lesson/unit supports monitoring student progress in all three dimensions of the NGSS as students make sense of phenomena and/or design solutions to problems.</p> <p><b>A. Measuring 3D student performance:</b> Elicits direct, observable evidence of three-dimensional learning: students are using practices with core ideas and crosscutting concepts to make sense of phenomena and/or to design solutions.</p> <p><b>B. Formative:</b> Embeds formative assessment processes throughout that evaluate student learning to inform instruction.</p> <p><b>C. Scoring guides:</b> Includes aligned rubrics and scoring guidelines that provide guidance for interpreting student performance along the three dimensions to support teachers in (a) planning instruction and (b) providing ongoing feedback to students.</p> <p><b>D. Unbiased tasks/Items:</b> Assesses student proficiency using methods, vocabulary, representations, and examples that are accessible and unbiased for all students.</p>

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### Talking Points

- Please get out your EquiP Rubric and turn to page 2 of the rubric document where you'll see all three categories of the rubric.
- For the lesson we are going to examine in this module, we will only be looking at the first major criteria in Category I and their component parts. *[Note to facilitator: Click for animation.]*
- We are going to start with Criterion B. *Three Dimensions* and C. *Integrating the Three Dimensions*, which was the focus of module 3 (as well as our immersion activity).
- *[Note to facilitator: Click for animation once for B and a second time for C.]*
- We will be looking at Criteria B and C along with the three sub-criteria under Criterion B. *[Note to facilitator: Click for animation.]*



## Category I, Criterion B

**B. Three-Dimensions:** Builds an understanding of multiple grade-appropriate elements of the science and engineering practices (SEPs), disciplinary core ideas (DCIs), and crosscutting concepts (CCCs) that are *deliberately selected to aid student sense-making of phenomena and/or designing of solutions.*

**Evidence needs to be at the element level of the dimensions.**



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### Talking Points

- Criterion B states about the three dimensions that they, “Build an understanding of multiple grade-appropriate elements of the science and engineering practices (SEPs), disciplinary core ideas (DCIs), and

crosscutting concepts (CCCs) that are deliberately selected to aid student sense-making of phenomena and/or designing of solutions.”

- Here the term “elements” is used to represent the relevant, bulleted practices, disciplinary core ideas, and crosscutting concepts that are articulated in the foundations boxes of the standards, as well as in the NGSS appendices on each dimension. Looking at the elements ensures that each dimension is grade or grade-band appropriate.
- It is important to note that evidence recorded in the rubric needs to be at the element level of each dimension: practices, core ideas, and crosscutting concepts.



### Category I, Criterion B , Sub-Criterion i

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i. Provides opportunities to *develop and use* specific elements of the SEPs.

**Evidence needs to be at the *element level* of the dimensions.**



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### Talking Points

- We'll also be looking at the sub-criteria under this overall criterion.
- Category I, Criterion B, Sub-Criterion i:
  - i. Provides opportunities to develop and use specific elements of the SEPs.



### Category I, Criterion B, Sub-Criterion ii

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ii. Provides opportunities to *develop and use* specific elements of the DCIs.

**Evidence needs to be at the *element level* of the dimensions.**



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## Talking Points

- Category I, Criterion B, Sub-Criterion ii:
  - ii. Provides opportunities to develop and use specific elements of the DCIs.



### Category I, Criterion B, Sub-Criterion iii

- iii. Provides opportunities to *develop and use* specific elements of the CCCs.

**Evidence needs to be at the *element level* of the dimensions.**



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## Talking Points

- Category I, Criterion B, Sub-Criterion iii:
  - iii. Provides opportunities to develop and use specific elements of the CCCs.



### Category I, Criterion C

C. Student sense-making of phenomena and/or designing of solutions requires student performances that integrate elements of the SEPs, CCCs, and DCIs.

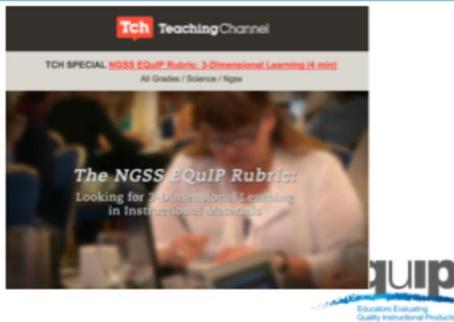


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## Talking Points

- And Category I, Criterion C:
  - Student sense-making of phenomena or designing of solutions requires student performances that integrate elements of the SEPs, CCCs and DCIs.
- Has everyone located Category I, Criteria B and C on the EQUIP Rubric?

## Looking for evidence of 3D learning



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### Facilitator Notes

- The video can be found at the following link: <http://www.nextgenscience.org/resources/ngss-equip-rubric-3-dimensional-learning>

### Talking Points



- This video highlights Category 1, Criterion B and C of the EQuIP rubric, three-dimensional learning.
- Let's view this video together to help us determine whether the three dimensions are present and if they work together to support students in making sense of phenomena or designing solutions to problems.
- *Note to facilitator: After the video Ask participants: "What kinds of changes do you think three-dimensional classrooms will require for teachers?" Have a brief discussion (1–2 minutes).*
- *[Note to facilitator: After discussion about the first question, ask "What are some major look-fors in a lesson to determine if it is three-dimensional? Have a brief discussion (1–2 minutes).*

## What does explicit evidence of the PRACTICES look like?



Investigation 1: students are engaged in Analyzing & Interpreting Data (*analyzing data to define an optimal operational range for a proposed object, tool, process or system that best meets criteria*) and the practice of Planning and Carrying Out Investigations (*Collect data about the performance of a proposed object, tool, process, or system under a range of condition*) when they collect data and discuss data regarding the different types of chip containers.



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### Talking Points

- Now, let's look at some examples of how we can record evidence of these "look-fors" in a lesson in column 2 of the EQuIP response form together.

- This feedback should include evidence from the lesson, evidence from the NGSS for this dimension at the element level, and your reasoning of WHY or HOW this evidence connects to the rubric criteria.
- Let's remember that the criterion for Category 1B sub criterion I is "Provides opportunities to develop and use specific elements of the SEPs."
- When we look at this slide, we see that the reviewer cites specific details about where the evidence of the SEPs was found in the lesson by indicating "Investigation 1" and "when they collect data and discuss data regarding the different types of chip containers", which are both underlined on this slide.
- In addition, the reviewer cites evidence of the SEPs by indicating the name of the practices (analyzing and interpreting data and planning and carrying out investigations) as well as the **elements** of the practices that this lesson addresses. For analyzing and interpreting data, the element identified is *analyzing data to define an optimal operational range for a proposed object, tool, process or system that best meets criteria*) and the element of the practice of planning and carrying out investigations is *collect data about the performance of a proposed object, tool, process, or system under a range of condition*).
- It is important when providing feedback that both lesson evidence and element level NGSS evidence from the appendices be connected in column 2 when giving feedback about this sub-criterion.

## What does explicit evidence of core ideas look like?



In Investigation 2, students are asked to consider different forces, "create an annotated diagram of the different forces that a chip might encounter" in the production to sale system. This connects to PS2.A *Each force has multiple forces acting on it* (3-5 element NGSS) in order to "refine ideas" about forces by engaging in Investigation 2 (testing the effects of different crushing and dropping situations). This investigation is implicitly connecting to a MS element of PS2.A *the motion of an object is determined by the sum of the forces acting upon it* (NGSS). However, this DCI is not developed and is not used to inform the engineering design.



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### Talking Points

- Category 1B sub criterion ii is "Provides opportunities to develop and use specific elements of the DCIs."
- When we look at this slide, we see that the reviewer cites specific details about where the evidence of the SEPs was found in the lesson by indicating "In Investigation 2, students are asked to consider different forces, "create an annotated diagram of the different forces that a chip might encounter in the production to sale system," which is underlined on this slide.
- The reviewer makes a claim that this serves as evidence for PS2.A *Each force has multiple forces acting on it*. This is an element of the disciplinary core idea PS2.A at the 3–5 grade band and only implicitly connects to the middle school elements of this core idea.
- Because the evidence is explicit for a grade band below the lesson target AND this science is not used to inform the engineering design (which is critical when a lesson contains an engineering task), this evidence would not be adequate to say that students had opportunities to develop and use specific elements of the disciplinary core ideas.

## Implicit vs. Explicit evidence of the crosscutting concept elements



In Investigation 1, students are asked to describe the process product engineers go through as a system. Additionally, students are encouraged to identify system interactions (weight of a steel chip container). However, focusing on the CCC of systems does not help students make sense of the phenomenon of chips breaking/being crushed in chip containers.

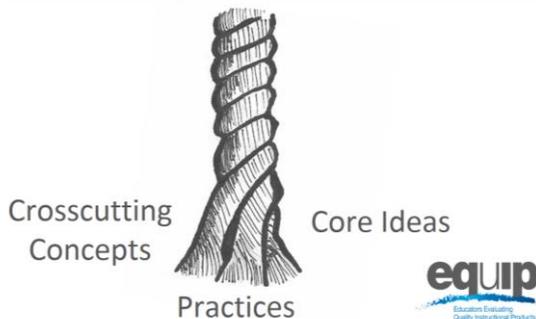


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### Talking Points

- This slide describes implicit evidence of the crosscutting concept.
- In this case, the evidence is implicit since on the CCC of systems does not help students make sense of the phenomenon of chips breaking/being crushed in chip containers.
- What is the difference between implicit and explicit evidence?
- Remember, for the purposes of the EQUIP Rubric, evidence is what is stated or described explicitly in a lesson or unit. If it is evidence, you can see it, point directly to it in the lesson or unit, highlight it, cite it, or quote it directly from what is written.
- For lesson evidence to be explicit for Category 1, Criterion B, students need to have the opportunity to use the element of the dimension to make sense of the phenomenon or to develop a solution to a problem.

## What does 3D Design look like?



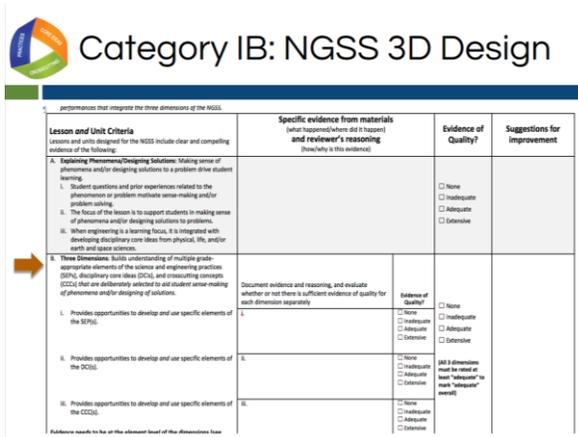
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### Talking Points

- After we look for evidence of each of the three dimensions separately so we can provide very specific feedback and guidance to the lesson or unit developer, we look for evidence of integration of the three dimensions for Criterion 1C.

- When looking for evidence of this criterion, we can ask ourselves: Do the students have an opportunity to engage in three-dimensional learning to help them make sense of phenomena or design solutions, OR Do the three dimensions occur in isolation?
- Our goal throughout this training is to develop a common understanding of alignment and quality among those persons or groups reviewing lessons and units.
- We're going to practice this with a common lesson now.

## Learning Task: Working Through the Process



performances that integrate the three dimensions of the NGSS.

Lesson and Unit Criteria Lessons and units designed for the NGSS include clear and compelling evidence of the following:	Specific evidence from materials (what happened/where did it happen) and reviewer's reasoning (how why in this evidence)	Evidence of Quality?	Suggestions for improvement						
<b>A. Explaining Phenomena/Designing Solutions.</b> Making sense of phenomena and/or designing solutions to a problem drive student learning. <ol style="list-style-type: none"> <li>Student questions and prior experiences related to the phenomenon or problem motivates sense-making and/or problem solving.</li> <li>The focus of the lesson is to support students in making sense of phenomena and/or designing solutions to problems.</li> <li>When engineering is learning focus, it is integrated with developing disciplinary core ideas from physical, life, and/or earth and space sciences.</li> </ol>		<input type="checkbox"/> None <input type="checkbox"/> Inadequate <input type="checkbox"/> Adequate <input type="checkbox"/> Extensive							
<b>B. Three Dimensions.</b> Build understanding of multiple grade-appropriate elements of the science and engineering practices (SEPs), disciplinary core ideas (DCIs), and crosscutting concepts (CCCs) that are deliberately selected to aid student sense-making of phenomena and/or designing of solutions. <ol style="list-style-type: none"> <li>Provides opportunities to develop and use specific elements of the SEPs.</li> <li>Provides opportunities to develop and use specific elements of the DCIs.</li> <li>Provides opportunities to develop and use specific elements of the CCCs.</li> </ol>	Document evidence and reasoning, and evaluate whether or not there is sufficient evidence of quality for each dimension separately. <table border="1"> <tr> <td>i.</td> <td>           Solenoid of Quality?  <input type="checkbox"/> None  <input type="checkbox"/> Inadequate  <input type="checkbox"/> Adequate  <input type="checkbox"/> Extensive         </td> </tr> <tr> <td>ii.</td> <td> <input type="checkbox"/> None  <input type="checkbox"/> Inadequate  <input type="checkbox"/> Adequate  <input type="checkbox"/> Extensive         </td> </tr> <tr> <td>iii.</td> <td> <input type="checkbox"/> None  <input type="checkbox"/> Inadequate  <input type="checkbox"/> Adequate  <input type="checkbox"/> Extensive         </td> </tr> </table>	i.	Solenoid of Quality? <input type="checkbox"/> None <input type="checkbox"/> Inadequate <input type="checkbox"/> Adequate <input type="checkbox"/> Extensive	ii.	<input type="checkbox"/> None <input type="checkbox"/> Inadequate <input type="checkbox"/> Adequate <input type="checkbox"/> Extensive	iii.	<input type="checkbox"/> None <input type="checkbox"/> Inadequate <input type="checkbox"/> Adequate <input type="checkbox"/> Extensive	<input type="checkbox"/> None <input type="checkbox"/> Inadequate <input type="checkbox"/> Adequate <input type="checkbox"/> Extensive  <b>Are 3 dimensions made for real or just "checkboxes" in your "rubric" sheet?</b>	
i.	Solenoid of Quality? <input type="checkbox"/> None <input type="checkbox"/> Inadequate <input type="checkbox"/> Adequate <input type="checkbox"/> Extensive								
ii.	<input type="checkbox"/> None <input type="checkbox"/> Inadequate <input type="checkbox"/> Adequate <input type="checkbox"/> Extensive								
iii.	<input type="checkbox"/> None <input type="checkbox"/> Inadequate <input type="checkbox"/> Adequate <input type="checkbox"/> Extensive								

Evidence needs to be at the advanced level of the dimension box

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## Talking Points

- For this task you will need:
  - An electronic or a hard copy of the EQuIP Rubric version 3.0;
  - Common Lesson *Urban Heat* [*Note to facilitator: Intermediate version*]; and
  - Blue, orange, and green highlighters.
- [*Note to facilitator: Specific entities using this training may elect to examine their own or other different materials. If this is the case, however, the trainers/facilitators should take time to examine the common lesson included with this training thoroughly to ensure that the training with these different materials is consistent with what is intended.*]
- For this task, you will only be working with the second section of Category I of the EQuIP Rubric, starting with Criterion B that is pictured on this slide. It's the same criterion we just looked at with the example.
- This task is designed to acquaint you with the process for using the rubric to examine lessons and units. This examination involves the seven processes and agreements discussed in the previous module, so you may want to pull out that handout and look over it again.
- Before we get started let's listen to Tricia Shelton discuss how much evidence is sufficient in this [video](#). Joe Krajcik also discusses one example of thinking about how much evidence is sufficient – how student and teacher materials should work together – in this [video](#).
- As you peruse the lesson to make these determinations, you will be locating and marking the actual evidence in the lesson that supports the rubric criteria.
- Because you have a limited amount of time for this task, you may not be able to list all of the evidence that supports a criterion; rather, you may need to cite examples.



- As you work through this common lesson, it is essential that you follow the instructions exactly in order to experience the process as it should be followed in later modules.

## Applying the Criteria to a Lesson

Individually, read through Investigation 1 of the sample lesson provided, and

- Highlight evidence of science and engineering practices in **BLUE**
- Highlight evidence of disciplinary core ideas in **ORANGE**
- Highlight evidence of crosscutting concepts in **GREEN**



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### Talking Points

- First, examine the common *lesson Urban Heat Intermediate version* for evidence of science and engineering practices, core ideas, and crosscutting concepts. Don't forget to refer back to the elements of the dimensions found in the foundation boxes and the appendices.
- Initially, we will only examine Investigation 1, highlighting evidence of the three dimensions according to the key on the screen: evidence of the science and engineering practices in blue, evidence of the disciplinary core ideas in orange, and evidence of the crosscutting concepts in green.
- We will stop and briefly discuss this evidence before continuing the evaluation of the common lesson.
- This is completed individually without any discussion between or among group members. Even if you complete this part before other tables are finished, do not discuss your findings before being instructed to do so.
- As you locate evidence, use the Arabic and Roman numerals associated with the rubric criteria to code the evidence you locate.
- Remember, evidence is what you can see explicitly in the lesson or unit.
- You can use the second column of the response form to summarize your evidence.
- You have 15 minutes to do this. *[Note to facilitator: Set a timer for 15 minutes, on the screen for all to see if possible. When the timer sounds, ask if participants need more time before moving on.]*





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 **Let's talk about Investigation 1**

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**B. Three-Dimensions:** Builds an understanding of multiple grade-appropriate elements of the science and engineering practices (SEPs), disciplinary core ideas (DCIs), and crosscutting concepts (CCCs) that are deliberately selected to aid student sense-making of phenomena and/or designing of solutions.

**Evidence needs to be at the element level of the dimensions.**



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### Facilitator Notes

Below are some examples of feedback (evidence and reasoning) from column 2 of the rubric for the *Urban Heat* intermediate version. This may be helpful in supporting a discussion about evidence and reasoning for Investigation 1. The purpose of this discussion is to help participants have confidence when continuing their evaluation of the common lesson.

[Here is a link](#) to a sample rubric created for this intermediate version that may be helpful for module 6 only since in module 7, we switch to the final version of the lesson

#### *Science and Engineering Practices*

- On page 1 students are “defining what the independent and dependent variable will be for the experiment” providing an opportunity for students to, “*identify independent and dependent variables*” which is part of an element of Planning and Carrying out Investigations (NGSS Appendix F). However, this is the only element of this practice, providing limited evidence of this practice
- On page 2, students are asked to communicate their understanding of “temperature variance on different surfaces” through an explanation in the “assessment” section. However, there is not enough guidance to be sure this meets the elements of Constructing Explanations and Designing Solutions

#### *Disciplinary Core Ideas*

- In investigation 1, students are developing and using elements of PS4.B. Specifically, they are seeing that when light shines on an object, it is reflected, absorbed, or transmitted though the object, depending on the object’s material and the frequency (color) of the light.
- In investigation 1, students are developing and using elements of PS3.A. Specifically, “temperature is a measure of the average kinetic energy of particles of matter. The relationship between the temperature and the total energy of a system depends on the types, states, and amounts of matter present.”

#### *Crosscutting Concepts*

- On page 1 students are engaged by posing the question “why it is so much cooler on the grass at a park than on the pavement?” setting up the investigation of a cause and effect relationship involving surface temperature and urban development.

## Talking Points

- Let's share some evidence from Investigation 1 that may meet the sub-criteria for IB.
- Let's start with evidence of the science and engineering practices. Were students given an opportunity to **develop and use** specific elements of the science and engineering practices in Investigation 1? *[Note to facilitator: Accept some responses from participants and emphasize some points from the facilitator notes.]*
- Were students given an opportunity to **develop and use** specific elements of the disciplinary core ideas in Investigation 1? *[Note to facilitator: Accept some responses from participants and emphasize some points from the facilitator notes.]*
- Were students given an opportunity to **develop and use** specific elements of the crosscutting concepts in Investigation 1? *[Note to facilitator: Accept some responses from participants and emphasize some points from the facilitator notes.]*
- Does anyone have any questions about finding evidence in a lesson and connecting it to both the criteria for IB and the elements of the dimensions?

## Applying Criteria to a Lesson

- Continue to read through the rest of the lesson (including Investigations 2 and 3), and look for (highlight) evidence of the NGSS Category 1B criteria **for all 3 Investigations (1,2,3)** in the lesson.
- In the second column of the response form, record your evidence from the lesson and your evidence from the NGSS on the element level, as well as your reasoning of HOW/WHY this evidence connects to the rubric criteria.



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## Talking Points

- Now, let's continue to read and highlight the rest of the common lesson for evidence of science and engineering practices, core ideas, and crosscutting concepts. Don't forget to refer back to the elements of the dimensions found in the foundation boxes and the appendices.
- This is completed individually without any discussion between or among group members. Even if you complete this part before other tables are finished, do not discuss your findings before being instructed to do so.
- As you locate evidence, use the Arabic and Roman numerals associated with the rubric criteria to code the evidence you locate from the lesson, and the evidence from the NGSS at the element level using the appendices.
- Remember, evidence is what you can see explicitly in the lesson or unit.
- You can use the second column of the response form to summarize your evidence and your reasoning of HOW/WHY this evidence connects to the rubric criteria and sub-criteria for Category 1B.
- Reasoning is the bridge connecting the evidence to the rubric criteria and to how the practices, core ideas, and crosscutting concepts work together
- You have fifteen minutes to do this. *[Note to facilitator: Set a timer for fifteen minutes, on the screen for all to see if possible. When the timer sounds, ask if participants need more time before moving on.]*





## Applying the Criteria to a Lesson

Still working individually, reason how the evidence fits together and connects to criterion 1C *Integrating the Three Dimensions*. Is there evidence to show that the practices, disciplinary core ideas, and crosscutting concepts:

- Work together to support students in three-dimensional learning to make sense of phenomena or to design solutions to problems, OR
- Occur in isolation within the lesson



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### Talking Points

- Still working as individuals, let's consider Category 1, Criterion C: Integrating the Three Dimensions.
- Remember, the three dimensions need to work together to support student sense-making of phenomena or designing solutions to problems.
- For the dimensions to work together, student performances that integrate the elements of the SEPs, DCIs and CCCs are required.
- As you consider evidence for this criterion, ask yourself “Do the students have an opportunity to engage in three-dimensional learning to help them make sense of phenomena or design solutions, OR Do the three dimensions occur in isolation?”
- Again, you can use the second column of the response form for this.
- You have five to seven minutes to do this. *[Note to facilitator: Set the timer but ask if participants need more time before moving on.]*

## Applying the Criteria to a Lesson

At your table, share and discuss

- The evidence you have highlighted as individuals
- The reasoning that explains the connections you've made between the evidence and the rubric criteria
- Your judgments about whether or not you have sufficient and compelling evidence of the rubric criteria by determining an *Evidence of Quality rating*



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## Facilitator Notes

At this point ask that the note takers record their group’s findings electronically on the response form. In addition, if available, provide each group with a small projector so that the information being inputted can be seen by all group members. A screen sharing application also could be used.

## Talking Points

- Now you finally get to share and compare.
- Before you begin the group discussion, designate a table facilitator and recorder for your group and take a minute to review the Table Facilitator expectations on the back of Handout 6.
- Making sure everyone contributes his/her findings, share and discuss:
  - *[Note to facilitator: Click for animation.]* The evidence you highlighted;
  - *[Note to facilitator: Click for animation.]* The reasoning that explains the connections you made between the evidence and the rubric criteria; and then
  - *[Note to facilitator: Click for animation.]* Collaboratively evaluate whether this lesson or unit includes sufficient and compelling evidence of three-dimensional learning and whether or you see evidence of NGSS 3D Design according to Criteria IB and IC.
- Attempt to reach consensus as a table group and determine an evidence of quality rating for Category IB and Category 1C. Be prepared to share your evaluation and support them with evidence and reasoning.
- You have 30 minutes for this discussion. *[Note to facilitator: Set the timer for 30 minutes but monitor the table groups and provide more or less time as needed to complete this. When the table groups are ready, have two or three share their determinations and then allow for questions and comments related to the determinations before moving on.]*



## Applying the Criteria to a Lesson

Finally, as a group provide suggestions for improvement related to

- The incorporation of science and engineering practices, core ideas, and crosscutting concepts; and
- The blending of these practices, core ideas, and crosscutting concepts to support students in three dimensional learning



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## Talking Points

- This part of the task involves providing guidance or suggestions for how the lesson developer can improve the lesson.
- This guidance should be at the element level. Again, when using the EQUIP Rubric, the term “element” refers to the relevant, bulleted practices, disciplinary core ideas, and crosscutting concepts that are articulated in the foundations boxes of the standards, as well as in the NGSS appendices on each dimension.



- Remember to state these suggestions as positive actions for the developer to take rather than as negative statements of what’s missing, etc.
- You have five minutes for this. *[Note to facilitator: Set the timer for five minutes. When it sounds, ask for two or three suggestions for improvement before moving to the next slide.]*

## Category 1, Criterion A

- A. Explaining Phenomena/ Designing Solutions: Making sense of phenomena and/or designing solutions to a problem drive student learning.
- Student questions and prior experiences related to the phenomenon or problem motivate sense-making and/or problem solving.
  - The focus of the lesson is to support students in making sense of phenomena and/or designing solutions to problems.
  - When engineering is a learning focus, it is integrated with developing DCIs from physical, life, and/or Earth and space sciences.

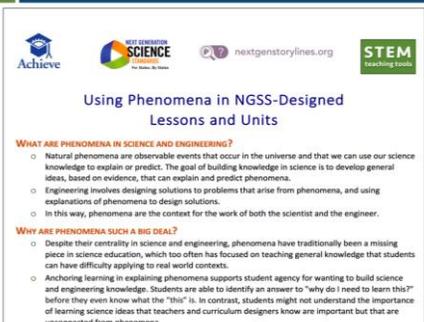


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### Talking Points

- Now that we have first individually and then collectively determined if there was evidence of three-dimensional learning, let’s consider Criterion A of Category 1: Explaining Phenomena and Designing Solutions.
- This criterion focuses on how making sense of phenomena or designing solutions to problems drives the three-dimensional learning evaluated thus far in the training.
- Before we return to the evaluation of our common lesson, let’s establish some common language and understandings about phenomena and how they are important to NGSS design.

## Resource about NGSS Phenomena



**Using Phenomena in NGSS-Designed Lessons and Units**

**WHAT ARE PHENOMENA IN SCIENCE AND ENGINEERING?**

- Natural phenomena are observable events that occur in the universe and that we can use our science knowledge to explain or predict. The goal of building knowledge in science is to develop general ideas, based on evidence, that can explain and predict phenomena.
- Engineering involves designing solutions to problems that arise from phenomena, and using explanations of phenomena to design solutions.
- In this way, phenomena are the context for the work of both the scientist and the engineer.

**WHY ARE PHENOMENA SUCH A BIG DEAL?**

- Despite their centrality in science and engineering, phenomena have traditionally been a missing piece in science education, which too often has focused on teaching general knowledge that students can have difficulty applying to real world contexts.
- Anchoring learning in explaining phenomena supports student agency for wanting to build science and engineering knowledge. Students are able to identify an answer to “why do I need to learn this?” before they even know what the “this” is. In contrast, students might not understand the importance of learning science ideas that teachers and curriculum designers know are important but that are unconnected from phenomena.



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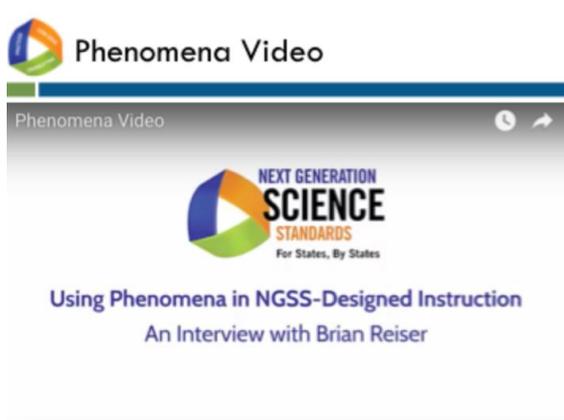
### Talking Points

- Phenomena are an essential piece if NGSS 3D Design.
- Please find Handout 2: Using Phenomena in NGSS-Designed Lessons and Units.
- Please take a few minutes to read this resource developed by Achieve and some of its partners.





- You have five minutes for this task. *[Note to facilitator: Set the timer for five minutes. If this handout was already reviewed in Module 1, this step can be changed to a review.]*.

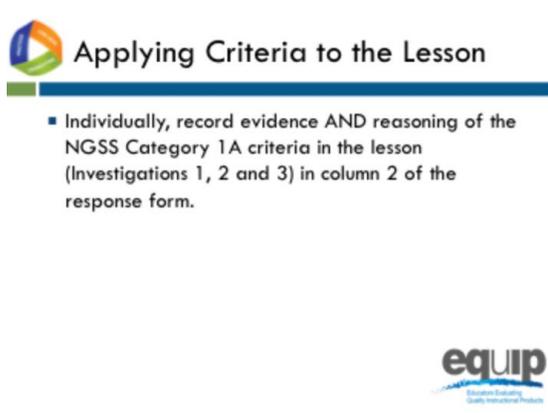


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### Talking Points



- Now that we have a better understanding of phenomena and how they can be used in NGSS-Designed instruction, let's view this brief video from Dr. Brian Reiser that introduces phenomena and their connection to NGSS 3D learning. *[Note to facilitator: The video is at <http://nextgenscience.org/resources/phenomena>]*



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### Talking Points

- Now that we have an established a foundational understanding of phenomena in NGSS Design, let's go back to our common lesson *Urban Heat*, the intermediate version.
- Please re-read the whole lesson, Investigations 1, 2 and 3 to find evidence of Category 1A.
- This is completed individually without any discussion between or among group members. Even if you complete this part before other tables are finished, do not discuss your findings before being instructed to do so.
- As you locate evidence, use the Arabic and Roman numerals associated with the rubric criteria 1A to code the evidence you locate from the lesson.
- Remember, evidence is what you can see explicitly in the lesson or unit.
- You can use the second column of the response form to summarize your evidence and your reasoning of

HOW/WHY this evidence connects to the rubric criteria and sub-criteria for Category 1A.

- Reasoning is the bridge connecting the evidence to the rubric criteria and to how the practices, core ideas, and crosscutting concepts work together.
- You have ten minutes to do this. *[Note to facilitator: Set a timer for ten minutes, on the screen for all to see if possible. When the timer sounds, ask if participants need more time before moving on.]*



## Applying the Criteria to a Lesson

At your table, share and discuss

- The evidence you have highlighted as individuals
- The reasoning that explains the connections you've made between the evidence and the rubric criteria
- Your judgments about whether or not you have sufficient and compelling evidence of the rubric criteria by determining an *Evidence of Quality rating*



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### Talking Points

- Now it's time to share and compare.
- Before table facilitators begin the group discussion, designate a recorder for your group and remember the Table Facilitator expectations on the back of Handout 6.
- Making sure everyone contributes his/her findings, share and discuss:
  - *[Note to facilitator: Click for animation.]* The evidence you highlighted;
  - *[Note to facilitator: Click for animation.]* The reasoning that explains the connections you made between the evidence and the rubric criteria; and then
  - *[Note to facilitator: Click for animation.]* Collaboratively evaluate whether this lesson or unit includes sufficient and compelling evidence of three-dimensional learning and whether or you see evidence of NGSS 3D Design according to Criteria IA.
- Attempt to reach consensus as a table group and determine an evidence of quality rating for Category IA. Be prepared to share your evaluation and support them with evidence and reasoning.
- You have 10 minutes for this discussion. *[Note to facilitator: Set the timer for 10 minutes but monitor the table groups and provide more or less time as needed to complete this. When the table groups are ready, have two or three share their determinations and then allow for questions and comments related to the determinations before moving on.]*



## Applying the Criteria to a Lesson

Finally, as a group provide suggestions for improvement related to

- Student questions and prior experiences motivating the sense-making; and or
- The lesson focus as supporting making sense of phenomena and/or designing solutions to problems.
- The integration of science and engineering



## Let's Share!



Slides 139–140

### Talking Points

- This part of the task involves providing guidance or suggestions for how the lesson developer can improve the lesson.
- This guidance should be at the element level. Again, when using the EQUIP Rubric, the term “element” refers to the relevant, bulleted practices, disciplinary core ideas, and crosscutting concepts that are articulated in the foundations boxes of the standards, as well as in the NGSS appendices on each dimension.
- Remember to state these suggestions as positive actions for the developer to take rather than as negative statements of what’s missing, etc.
- You have five minutes for this. *[Note to facilitator: Set the timer for five minutes. When it sounds, discuss the feedback in column 2 for Category IA and ask for two or three suggestions for improvement before moving to the next slide.]*



## Applying the Criteria to Category 1

- For Criteria B and C, did you find clear and substantial evidence within the lesson?
- For Criteria B and C, did you make any suggestions for improvement?
- For Criterion A, did you find clear and substantial evidence within the lesson?
- For Criterion A, did you make any suggestions for improvement?



## Let's Rate the Degree to which the criteria were met for Category 1

- Unit Rating Scale for Category 1 (A–C only)
  - 3 Extensive evidence to meet at least 2 criteria (and at least adequate evidence for the third).
  - 2 Adequate evidence to meet all three criteria in the category.
  - 1 Adequate evidence to meet at least one criterion in the category, but insufficient evidence for at least one other criterion.
  - 0 Inadequate (or no) evidence to meet any of the criteria in the category.



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### Talking Points

- Let’s rate the degree to which the criteria were met in Category 1.
- Let’s only consider criteria A–C since we are examining a lesson, not a unit.
- At each table, let’s review the evidence of quality for categories A, B, and C. Then, as a group, let’s determine a rating for Category 1 using the language on page 7 of the rubric.
- Notice that the possible ratings fall across a 0–3 scale.

- *Facilitator, give groups about 5 minutes to discuss evidence of quality for each category A–C and determine a Category rating.*
- *By a show of fingers, would table facilitators indicate your rating for Category I? [Note to facilitator: Do a quick summary of the room and announce a consensus response.]*

## Debriefing the Task

### Debrief and Generalizing

- What issues, “a-ha” moments, or other discoveries did you experience as you used the rubric to examine this sample lesson?
- What questions or suggestions do you have for the next time?



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### Talking Points

- So, how did it go? What did you experience using the rubric for the first time to determine alignment to the NGSS?
- Do you have any issues related to using the rubric to determine NGSS 3D Design that need to be addressed? Any “aha” moments? Other discoveries that might be important for others to hear? What questions do you have? Do you have any suggestions for improving the process? *[Note to facilitator: Have people share as time allows.]*
- Why is it important to first use the rubric individually to examine a lesson or unit?
- Why is it important to discuss your individual findings collaboratively as a group in order to make decisions about whether or not a lesson or unit aligns to the NGSS?
- *[Note to facilitator: Refer participants to [Handout 6, Module 4, “EQuIP Agreements.”](#)] Look back over the agreements we discussed earlier. Why are these so important? [Note to facilitator: Allow two to three people to respond.]*
- It is essential to understand that the EQuIP quality review process is a *collegial* process that centers on the use of the criteria-based rubric for science.
- While an individual certainly might use the rubric to examine a lesson or unit, *the effective evaluation of lessons and units is the product of examination and discussion by a group of people using the rubric collaboratively.*
- While using the EQuIP Rubric to examine instructional materials should lead to consensus regarding the overall lessons or units, group members may not always agree about every individual piece of evidence within a lesson or unit.

- The process we just followed to examine the common lesson is the same process we'll use in examining other lessons and units regardless of whether we're looking for 3D Design, coherence, access for all learners, or assessment practices.
- First we look for the evidence in the lesson or unit. Next we determine how the evidence fits together and connects to one or more criteria. From this evidence and reasoning we then make evaluations collaboratively about the lesson or unit. And then, finally, we make suggestions for how the lesson or unit might be improved.

## Concluding Slide for Module 6



### Module 6 Reflection

How can we work together effectively to examine instructional materials collaboratively in order to determine whether or not they align to the criteria in the EQiP Rubric?



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### Talking Points

- With your table group, reflect on the process you just used to examine the common lesson.
- Determine where your group is on a scale of one to four, with four indicating that you feel confident that you all understand the process and can now use it to determine whether other instructional materials provide sufficient, explicit evidence to meet EQiP Rubric criteria. *[Note to facilitator: Allow five minutes, and then ask representatives to hold up one to four fingers for their table. Survey the room and address any tables holding up one or two fingers by asking, "What do you still need to move to a three?"]*
- In the next module, we'll take a look at the other criteria in Category I related to NGSS 3D Design.