

## Tool 1B: PEEC Prescreen Response Form (Three Dimensions)

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This tool is used during Phase 1: PEEC Prescreen to collect and organize data that describes how a single instructional materials program supports students in three-dimensional learning.

**Three Dimensions:** Students develop and use grade-appropriate elements of the science and engineering practices (SEPs), disciplinary core ideas (DCIs), and crosscutting concepts (CCCs), which are deliberately selected to aid student sense-making of phenomena or designing of solutions across the learning sequences and units of the program.

NGSS designed programs will look <i>less</i> like this:	NGSS designed programs will look <i>more</i> like this:
A single practice element shows up in a learning sequence.	The learning sequence helps students use multiple (e.g., 2–4) practice elements as appropriate in their learning.
The learning sequence focuses on colloquial definitions of the practice or crosscutting concept names (e.g., “asking questions”, “cause and effect”) rather than on grade-appropriate learning goals (e.g., elements in NGSS Appendices F & G).	Specific grade-appropriate elements of SEPs and CCCs (from NGSS Appendices F & G) are <u>acquired</u> , <u>improved</u> , or <u>used</u> by students to help explain phenomena or solve problems during the learning sequence.
The SEPs and CCCs can be inferred by the teacher (not necessarily the students) from the materials.	Students explicitly use the SEP and CCC elements to make sense of the phenomenon or to solve a problem.

Engineering lessons focus on trial and error activities that don't require science or engineering knowledge.	Engineering embedded in the learning sequence requires students to acquire and use elements of DCIs from physical, life, or Earth and space sciences together with elements of DCIs from engineering design (ETS) to solve design problems.
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<b>Less Like This</b>	<b>More like this</b>	
<p>Evidence this criterion IS NOT designed into this instructional materials program.</p> <p>What was in the materials, where was it, and why is this evidence?</p>	<p>Evidence this criterion IS designed into this instructional materials program</p> <p>What was in the materials, where was it, and why is this evidence?</p>	Shows Promise?
		<input type="checkbox"/>