## Summary of Instructional Analysis
### Ratings in Life Science

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- **I. PROVIDING A SENSE OF PURPOSE**
  - Conveying unit purpose: □ □
  - Conveying lesson purpose: □ □
  - Justifying activity sequence: □ □

- **II. TAKING ACCOUNT OF STUDENT IDEAS**
  - Attending to prerequisite knowledge and skills: □ □
  - Alerting teacher to commonly held student ideas: □ □
  - Assisting teacher in identifying own students’ ideas: □ □
  - Addressing commonly held ideas: □ □

- **III. ENGAGING STUDENTS WITH RELEVANT PHENOMENA**
  - Providing variety of phenomena: □ □
  - Providing vivid experiences: □ □

- **IV. DEVELOPING AND USING SCIENTIFIC IDEAS**
  - Introducing terms meaningfully: □ □
  - Representing ideas effectively: □ □
  - Demonstrating use of knowledge: □ □
  - Providing practice: □ □

- **V. PROMOTING STUDENT THINKING ABOUT PHENOMENA, EXPERIENCES, AND KNOWLEDGE**
  - Encouraging students to explain their ideas: □ □
  - Guiding student interpretation and reasoning: □ □
  - Encouraging students to think about what they’ve learned: □ □

- **VI. ASSESSING PROGRESS**
  - Aligning assessment to goals: □ □
  - Testing for understanding: □ □
  - Using assessment to inform instruction: □ □

### Textbook Series

- Glencoe Life, Earth, and Physical Science
- Macmillan/McGraw-Hill Science
- Prentice Hall Science
- PRIME Science
- Science 2000
- Science Insights
- Science Interactions
- SciencePlus

**AAAS Project 2061 Middle Grades Science Textbooks**

- = Poor (0-1); □ = Fair (1.5); □ = Satisfactory (2); □ = Very Good (2.5); □ = Excellent (3)