AAAS Project 2061 Middle Grades Science Textbooks

Summary of Instructional Analysis Ratings in Earth Science

Instructional Categories	Textbook Series								
	Glencoe Life, Earth, and Physical Science *Glencoe/McGraw-Hill*	***Macmillan/McGraw-Hill Science*** *Macmillan/McGraw-Hill*	***Middle School Science and Technology*** *Kendall/Hunt*	***Prentice Hall Science*** *Prentice-Hall*	***PRIME Science*** *Kendall/Hunt*	***Science 2000*** *Decision Development Corp.*	***Science Insights*** *Addison-Wesley*	***Science Interactions*** *Glencoe/McGraw-Hill*	***SciencePlus*** *Holt, Rinehart & Winston*
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	■	■	■	■	■	■	■	■	■

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