

**RFI09808 High School Science  
ATTACHMENT 6  
Prescreen Review Criteria**

CATEGORY	TITLE	DESCRIPTION
1	<b>Standards Alignment</b>	<ul style="list-style-type: none"> <li>• The unit’s purpose and focus of a learning sequence is to support students in making sense of phenomena and/or design solutions to problems by engaging in student performances that integrate the three dimensions of the NGSS.</li> <li>• A technology-based platform supports the storyline sequence toward this goal.</li> </ul>
2	<b>Assessments</b>	<ul style="list-style-type: none"> <li>• The unit supports monitoring student progress in all three dimensions of the NGSS as students make sense of phenomena and/or design solutions to problems.</li> <li>• The unit contains embedded pre-, formative, summative, self-, and peer assessments.</li> </ul>
3	<b>Accessibility for Diverse Learners</b>	<ul style="list-style-type: none"> <li>• The unit provides teacher resources for a differentiated path for all students. In particular, resources should provide guidance to support students with special needs, including English learners, students living in poverty, foster youth, girls and young women, advanced learners, students with disabilities, students experiencing trauma, and students below grade level, in science skills and three-dimensional learning.</li> <li>• The unit provides students with direct (preferably firsthand, or through media representations) experience with a phenomenon or a problem that is relevant to them and is developmentally appropriate.</li> </ul>
4	<b>Evaluation of Bias Content</b>	<ul style="list-style-type: none"> <li>• The unit representations are free of bias, stereotypes, and historical marginalization.</li> <li>• Representations are culturally relevant and neutral gender roles.</li> </ul>
5	<b>Instructional Planning and Support</b>	<ul style="list-style-type: none"> <li>• The unit provides background knowledge and resources that explain to teachers how the three dimensions work together to support students in make sense of phenomena and/or design solutions to problems and build toward the PEs.</li> <li>• The unit provides electronic learning resources, including technology-based assessments, support instruction that is connected explicitly to the NGSS, have a well-designed user interface, provide technical support, and include suggestions for appropriate and differentiated use. The resources include a backup, analog-based plan in case of network or equipment issues.</li> </ul>