Look Fors in Grades 6–8 Science

Look for	Description
Program and Lesson Components	Grade 6—*Investigating Earth Systems*, It's About Time Grade 7—*Science and Life Issues*, LabAids Grade 8—*Interactions in Physical Science*, It's About Time Evidence of use of grade-level *Teacher's Guide* (TE), DPS matrices, and embedded assessment/ implementation guides to implement lessons incorporating: • **Day Starter (5–7 minutes*)** o Teacher assesses student knowledge (e.g., conceptions, misconceptions). o Teacher engages students in lesson (e.g., introduces vocabulary, connects with current events, poses "question of the day"). • **Inquiry Lesson (30–35 minutes*)** o Using multiple modalities, teacher explicitly shares learning goal(s), standard(s), and benchmark with students. o Teacher explicitly shares posted safety procedures required in lab experiments and provides necessary safety equipment for student use. o All students engage in lesson—primarily student-led learning environment with some teacher-directed instruction. Teacher plans activities that build on concepts and skills that are differentiated (e.g., supplemented, modified, adjusted) to meet student needs. Work varies between independent, paired, group, and whole class depending, on purpose for differentiation. • **Lesson Closure (5–7 minutes*)** o Students share the day's learning (e.g., exit tickets, presentations, informal assessment activity).
Classroom Environment	**Arrangement** • All secondary programs designed around cooperative four-student group work **Displays** • Program artifacts (e.g., science lab write-ups, charts, graphs, models) • Science word wall for current unit and process skills terminology • Current student work • Safety procedures for lab experiments clearly posted • Content and language objectives • Standards and content frameworks • Agenda **Tools** • Science tools (e.g., equipment including use of science notebooks) readily accessible to students; time included for student reflective thinking and writing
Program Assessment Opportunities (Evidence of Learning)	**Written Products** • Writing (e.g., notebook entries, lab reports, EDD, ET) to assess student growth and inform instruction • DPS embedded assessments **Observation** • All students actively engaged in activities • Accountable talk (e.g., questioning one another, using evidence to support claims, relevant conversation)

*Based on 40–50-minute class period