Publisher Response to Review of *National Geographic Exploring Science*

National Geographic Exploring Science was built solely to meet the requirements and goals as published in the Next Generation Science Standards and took guidance for the design of lessons and units from the *Framework for K-12 Science Education*. The authors, consultants, reviewers, and editorial team at National Geographic Learning are confident that *Exploring Science* exceeds the needs and expectations of the NGSS, while the thousands of teacher users who have already selected *Exploring Science* as their choice of curriculum all agree to the fidelity and value the program brings to successful NGSS instruction. We believe the EdReports criteria go above and beyond the objectives of the NGSS and enter into the realm of curriculum design choices and preferences, rather than adhering to the *Framework* and the NGSS documents as they were written. While many of these criteria are desirable during instruction, we feel the path and method to meeting the NGSS should be decided by the teacher and/or school district using criteria that best meet the needs of their students. The EdReports criteria, many of which are unrelated to the goals of the NGSS, may not reflect the actual classroom needs of teachers and students for successful science instruction and successful mastery of the NGSS. The criteria in this report are subjective to the small group of people who created them and may not be practical in actual K-5 classroom implementation.

Exploring Science takes into account the realities of the typical K-5 classroom and is designed to support teachers in their real-world endeavor to incorporate quality science instruction into their daily and weekly class schedules. We believe that the NGSS as written are rigorous for both students and teachers, and we understand that making the shift to these new standards requires many fundamental changes for teachers in the classroom regarding science instruction. We believe that the EdReports criteria for evaluating a K-5 science program are designed to hold programs up to unrealistic expectations for what a typical K-5 classroom looks like and unrealistic expectations that are not related to what we feel are the goals of the NGSS.

The detailed report information included here call out features within *Exploring Science* that actually cite evidence of meeting what we feel are the expectations of the NGSS, while simultaneously stating that those same features are not meeting the EdReports criteria. Examples of this include the fact that for each lesson sequence in every grade of Exploring Science, students have the opportunity to practice multiple dimensions lesson-over-lesson, while preparing for a culminating lesson where students actually conduct an activity combining all three dimensions into one performance (usually within the Think Like a Scientist and Think Like an Engineer lessons). This aspect of Exploring Science meets the requirements of the NGSS

to properly prepare students for the rigor of the 3-dimensional Performance Expectation activities. We believe that the expectation within the EdReports criteria that *every* lesson within an entire program *always* be 3-dimensional is not what the *Framework* intended and is not specified within the language of the NGSS documents. In addition, we feel that this particular criterion is unrealistic for teachers to actually accomplish in a K-5 classroom on a daily basis. *Exploring Science* was written for use by real teachers in real-world classrooms and has been successfully meeting those goals since initial publication and now even better after revisions were made to an updated copyright version.

Exploring Science has been rigorously reviewed and approved in multiple state adoptions processes including California, Utah, Idaho, West Virginia, and Oklahoma. These review committees held *Exploring Science* up to the NGSS and state-specific versions of the NGSS requirements and approved the program with high ratings as a recommended curriculum for statewide use. The EdReports scores are inconsistent with these multiple other review committees based on the disconnected criteria unrelated to the goals of the NGSS.

The true value of a K-5 science program is its effectiveness of improving student understanding and application of scientific and engineering core ideas and practices. The EdReports criteria and scores do not take into account the impact on student learning through the use of an effective curriculum like *Exploring Science*. We encourage all educators to consider the needs of their classrooms and students in making choices of programs to engage, inspire, and motivate students toward achievement in science and mastering the Performance Expectations in the NGSS.