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| TN MEP Systems Level 2 | | | | |
| Pearson / NCCER | | | | |
| SE ISBN-13: 978-0-134-54996-5 ISBN-10: 0-134-54996-1 | | | | |
| TE ISBN-13: 978-0-134-55002-2 | | | | |

Section I (A)

FOCUS

Students and teachers using materials as designed devote the majority of time in each level to the course standards

| METRICS: | YES | NO | | NOTES |
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|----------|---|---|--|--|-------------------------|
| A | In any single course level, materials are designed where there is 80%+ alignment to the course standards | X | | | Resubmission by Pearson |
| B | All materials are appropriate for the designated course level, both in terms of content and in terms of language. For materials spanning multiple course levels and/or grade bands, content is presented at the appropriate grain size (i.e. level of detail) commensurate to expectations in the standard. | X | | | |
| C | Materials focus equally on the conceptual knowledge as well as the technical skill outlined in the standard. | X | | | |
| D | Topics do not deviate from the content outlined in the course standards. Topics may go "above and beyond" stated learning expectations, but not in a manner that distracts from the focus on specific knowledge and skills as determined by the standards. | X | | | |

To be aligned to the Tennessee Standards, materials for each level must attend to all four indicators of Focus. All four indicators must be marked Yes.

Justification Notes

This book does cover the standard at the 80% level after re-submission. I still believe the publisher could have done a better job of organizing the book as well as including more materials from their own stock.

Section I (B)

RIGOR

Each levels instructional materials reflect high expectations for all students. They follow faithfully the level of rigor intended in the standards and support student learning

| METRICS: | YES | NO | | NOTES |
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|----------|--|---|--|--|--|
| A | Materials effectively meet the level of rigor intended in the standards. | X | | | |
| B | High-quality problems and questions designed to invite exploration and support conceptual understanding are included throughout. A variety of problems, both conceptual and technical, enable students to connect course content and transfer understandings to new standards. | X | | | |
| C | All materials reinforce literacy and mathematics instructions in career and technical education environments. Text are of an appropriately challenging Lexile level; mathematics problems push students to apply quantitative reasoning to specific technical situations. | X | | | |
| D | Materials support the development of fluency, including regular opportunities to practice knowledge and skills, appropriately apply tools, and use technology. | X | | | |
| E | Domain specific vocabulary and industry terminology are frequently used to explain topics, or to make connections to key workplace activities. | X | | | |

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|---|--|-----|----|--|-------------------------|
| To be aligned to the Tennessee Standards, materials for each level must attend to all four indicators of Focus. All four indicators must be marked Yes. | | X | | | |
| Justification Notes | | | | | |
| In some cases the text meets the minimum level of rigor intended. Again, the publisher could have done a better job with the availability of their own resources. | | | | | |
| Section I (C) | | | | | |
| POSTSECONDARY AND CAREER READINESS | | | | | |
| Materials promote pathways to student success beyond high school, highlighting a range of career opportunities aligned with entry and exit points to and from appropriate postsecondary programs. Aligned pathways are in a fair and balanced fashion that underscores the need for advanced training beyond high school, but does not privilege one set of credentials over another and is consistent occupational requirements. | | | | | |
| METRICS: | | YES | NO | | NOTES |
| A | Technical skills are promoted within the context of applicable industries and work environments. They are not presented in isolation or without meaningful connections to aligned careers. | X | | | |
| B | Materials showcase a diversity of career and postsecondary opportunities for students upon completion of high school, including all applicable levels of postsecondary training (i.e., technical schools, community colleges, four-year universities, etc.). | X | | | Resubmission by Pearson |
| C | Connections to relevant certifications and other credentials are clearly explained, and their value in industry is communicated where appropriate. | X | | | Resubmission by Pearson |
| D | Materials provide opportunities for students to practice and reflect upon 21st century (or soft) skills. | X | | | |
| To be aligned to the Tennessee Standards, materials for each level must attend to all four indicators of Focus. All four indicators must be marked Yes. | | X | | | |
| Justification Notes | | | | | |
| I still feel Pearson needs to address more industry certifications in all of their programs. There are many more in several areas. Also it would be nice to see more about careers in all of their text as well as what it takes to get in these careers and grow. | | | | | |
| Were all three non-negotiables in section I met? (Was each component marked "yes"?) | | X | | | |