## Ohio's Quality Review Rubric for Lessons/Units: K-12 Social Studies

Grade/Course:	Lesson/Unit Title:	
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Alignment to the Depth of the ONLS: K-12 Social Studies	Evidence of Alignment	Key Shifts in ONLS: K-12 Social Studies	Evidence of Shifts
The lesson/unit aligns with the letter and spirit of the ONLS:    Focuses teaching and learning on a targeted set of grade-level or course Social Studies Standards**   Builds a deep understanding of content. **   Requires student involvement in and responsibility for their learning. **   Frames the content in a context that is meaningful to students and has real world applications. **   Inclusion of skills for each of the strands imbedded throughout grades K 8 and high school. **  In addition, for units:   Integrates reading, writing, speaking and listening so that students apply and synthesize advancing social studies skills.   Builds knowledge through a variety of content-rich texts.   Integrates reading and writing so that students construct responses grounded on evidence from texts.	**Non-negotiable — These items must be present in the unit in order to be implemented. If not the unit needs to be revised or removed.	The lesson/unit addresses key areas of focus in the ONLS:  Social Studies Skills: Includes skills identified for particular strands or high school courses. **  Text-based evidence: Facilitates rich and rigorous evidence-based discussions and writing through specific, thought-provoking questions.  Writing from sources: Routinely expects that students draw and properly cite evidence from texts to inform, explain or make an argument in various written forms (notes, summaries, short responses or formal essays). **  Academic vocabulary: Focuses on building students' academic vocabulary in context throughout instruction. **  Research: Build and present knowledge through the process of analysis and synthesis.  Primary and secondary sources: Builds students' content knowledge and their understanding of history/social studies through reading primary and secondary sources.  In addition, for units:  Increasing text complexity: Focuses students on reading a progression of complex texts where the learning is sequenced, scaffolded and supported to advance students toward independent reading.	**Non-negotiable — These items must be present in the unit in order to be implemented. If not the unit needs to be revised or removed.

Qualify Rubric developed by Tri-State collaborative(MA, NY, RI – facilitated by Achieve): 7/6/2012. View Creative commons Attribution 3.0 Unreported License <a href="http://creativecommons.org/licenses/by/3.0">http://creativecommons.org/licenses/by/3.0</a>?. Educators may adapt. If modified, please attribute Tri-State and re-title. Draft 7/15/2013

Cultivates student interest and engagement in history/social studies. **  Provides off students with multiple opportunities to engage with complex texts. ** Integrates appropriate supports for students who are ELI, have disabilities, or read well-below the grade level text band. Provides extensions and/or advanced opportunities for students who master or exceed content and skills.  In addition, for units: In cludes a progression of learning where concepts and skills advance and deepen over time. Gradually removes supports, requiring students to demonstrate their independent capacities. Provides for authentic learning, application of iteracy skills, student-directed inquiry, analysis, evaluation, and/or reflection. Uses technology and media to deepen was attention to evidence and text students was attention to evidence and text students and to be implemented. If not the unit needs to be revised or removed.  Elicits direct, observable evidence of the degree to which a student can independent to the degree to which a student can independent particle and students student proficiency using methods that are unbiased and accessible to all students. ** In cludes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance. **  In addition, for units:  Uses varied modes of assessment, including a range of pre, formative, summative, and self-assessment measures.  In addition, for units:  Uses varied modes of assessment measures.	Instructional Support(s)	Evidence of Instructional Support(s)	Assessment	Evidence of Assessment
Cultivates student interest and engagement in history/social studies. **  Provides all students with multiple opportunities to engage with complex texts. ** Integrates appropriate supports for students who are ELL, have disabilities, or read well-below the grade level text band. Provides extensions and/or advanced opportunities for students who master or exceed content and skills.  In addition, for units: In addition, for units: In cludes a progression of learning where concepts and skills advance and deepen over time. Gradually removes supports, requiring students to demonstrate their independent capacities. Provides for authentic learning, application of literacy skills, student directed inquiry, analysis, evaluation, and/or reflection. Uses technology and media to deepen learning and draw as attention to evidence and text skills.	The lesson/unit is responsive to	**Non-negotiable – These items	The lesson/unit regularly assesses whether	**Non-negotiable – These items
engagement in history/social studies.**    Provides all students with multiple opportunities to engage with complex texts. **   Integrates appropriate supports for students who are ELL, have disabilities, or read well-below the grade level text band.   Provides extensions and/or advanced opportunities for students who master or exceed content and skills.    In addition, for units:   Includes a progression of learning where concepts and skills advance and deepen over time.   Gradually removes supports, requiring students to demonstrate their independent capacities.   Provides for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation, and/or reflection.   Uses technology and media to deepen learning and draw attention to evidence and texts	varied student learning needs:	must be present in the unit in order	students are mastering standards-based	must be present in the unit in order
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