

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

Grade/Course: _____

Lesson/Unit Title: ______

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 embedded throughout grades K 8 and high school. **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. 	**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.
		<u>In</u>	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.	

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	Instructional Support(s)	Evidence of Instructional Support(s)	Assessment	Evidence of Assessment
The	e lesson/unit is responsive to	**Non-negotiable – These items	The lesson/unit regularly assesses whether	**Non-negotiable – These items
	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
	Cultivates student interest and	to be implemented. If not the unit	content and skills:	to be implemented. If not the unit
	engagement in history/social	needs to be revised or removed.	 Elicits direct, observable evidence of 	needs to be revised or removed.
	studies. **		the degree to which a student can	
	Provides all students with		independently demonstrate the major	
	multiple opportunities to		targeted grade level or high school	
	engage with complex texts. **		course ONLS: K-12 Social Studies. **	
	Integrates appropriate supports		Assesses student proficiency using	
	for students who are ELL, have		methods that are unbiased and	
	disabilities, or read well-below		accessible to all students. **	
	the grade level text band.		Includes aligned rubrics or assessment	
	Provides extensions and/or		guidelines that provide sufficient	
	advanced opportunities for		guidance for interpreting student	
	students who master or exceed		performance. **	
	content and skills.			
	Uses technology and media to		In addition, for units:	
	deepen learning and draw		 Uses varied modes of assessment, 	
	attention to evidence and texts		including a range of pre, formative,	
	as appropriate. **		summative, and self-assessment	
			measures.	
	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.			

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