



Instructional Materials Review Rubric

Directions: When reviewing instructional materials, please use this document as a guide to help with the selection and/or reflection of those materials. This Instructional Materials Audit should be used in conjunction with the current State of Nebraska Social Studies Standards and the HQIM Instructional Materials Rubric.

The Instructional Material...	Criteria for Success	
<p>Connects to the Standards</p>	<p>Clearly connects lesson objectives to grade-appropriate standards for history, civics, geography, and economics.</p> <p>Clearly connects lesson objectives to grade-appropriate indicators for history, civics, geography, and economics.</p> <p>Connects to other standards as they apply (Ex: C3 Framework for Social Studies Standards, NCSS Standards, etc.).</p> <p>Integrates multiple social studies disciplines within each unit – and all disciplines across a curriculum year.</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p>____/4</p>
<p>Requires Disciplinary Thinking and Inquiry</p>	<p>Structures lessons to engage students in active, inquiry-based investigations of content.</p> <p>Prompts and inspires students to generate, reflect upon, and solve real-world problems in response to their own supporting investigation of a compelling question of throughout a unit.</p> <p>Uses supporting questions to connect individual lessons across a unit into a sustained investigation.</p> <p>Requires students to evaluate and use a variety of primary and secondary sources.</p> <p>Provides opportunities to practice protocols for evaluating disciplinary arguments.</p> <p>Asks students to use basic and higher levels of thinking that calls for a combination of skills and forms of knowledge.</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p>____/6</p>
<p>Prompts Informed Action to Validate and Deepen Learning</p>	<p>Engages students in real-world actions.</p> <p>Requires students to solve a real-world problem for an invested audience beyond the classroom.</p> <p>Guides students through a process of brainstorming, feedback, revision, and implementation/presentation.</p> <p>Allows students to reflect upon learnings from their unit, and identify key ideas and concepts to share with an audience.</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>

	<p>Prompts students to identify opportunities in their local community to take action related to their key learnings.</p>	<input type="checkbox"/> _____/5
<p>Requires Disciplinary Knowledge and Skills</p>	<p>Students apply content knowledge and skills from two or more social studies disciplines (History, Civics, Geography, and Economics).</p> <p>Allows students to communicate what they know, can do, and how they think through written, artistic, and oral performances, as well as exhibitions and opportunities to teach others.</p> <p>Integrates the analysis and evaluation of sources and arguments (claims, evidence, and reasoning) across social studies disciplines.</p> <p>Engages students in learning experiences that reflect the practice of social scientists.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____/4
<p>Is Equitable and Culturally Responsive</p>	<p>Integrates students' questions and background knowledge into unit and lesson design.</p> <p>Presents the achievements and contributions, strengths, skills, and knowledge of diverse individuals and communities throughout units, rather than perceived flaws or deficits.</p> <p>Provides teachers with tools to customize learning experience in connection with students' homes and communities.</p> <p>Prompts students to question and critique dominant narratives in the past and present.</p> <p>Presents different perspectives on the same event or experience, especially perspectives of marginalized people and communities.</p> <p>Includes primary and secondary sources and artifacts created by the communities and cultures being investigated.</p> <p>Represents historically marginalized people's perspectives and expertise on a wide range of subjects in the social sciences.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____/7
<p>Provides Scaffolding and Support for Students</p>	<p>Provided with the instructional material is continuous and various techniques to support educators and students.</p> <p>Provides multimodal learning opportunities within lessons (visual, discussion, etc.).</p> <p>Includes support for differentiation of instruction of diverse learners such as English Language Learners (ELLs), students with learning difficulties, and gifted and talented students.</p> <p>Materials use scaffolding to engage students in high quality discussions.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

	Includes scaffolded versions of assessments to gauge student understanding and monitor progress.	<input type="checkbox"/> _____/4
Provides Texts That Support Reading Comprehension for Informational Texts	<p>Texts for each grade band align with complexity requirements, Nebraska State Standards, and instructional goals.</p> <p>Texts provide opportunities for students to build knowledge through the reading of specific informational and narrative text.</p> <p>Materials include a sufficient number of texts that allow students to read a variety of texts daily to support comprehension.</p> <p>Texts are provided that are above the instructional level in complexity. These texts are used for the purposes of building social studies vocabulary and comprehension.</p> <p>Instructional materials provide a balance for instructional time and informational texts.</p> <p>Materials cultivate students' abilities to ask and answer questions based on the text.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____/6
Provides Coherent Assessment System	<p>Support assessment through the use of specific, observable, and measurable look fors that demonstrate understanding.</p> <p>The instructional material embeds formative assessments throughout units to evaluate student learning and inform social studies instruction.</p> <p>Assessments are not only aligned to content, but to the instructional shifts of the current Nebraska Social Studies Standards</p> <p>Assessments do not rely heavily on True/False or Multiple Choice questions.</p> <p>Provides summative assessments that allow students to demonstrate understanding of social studies concepts and tools through different modalities.</p> <p>Resources are provided to support teachers to understand what proficiency looks like on the assessments.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____/6
Is Easy to Use	<p>Easily navigable layout for both educators and students and includes a detailed table of contents /glossary and/or search functionality.</p> <p>The instructional material designed for practical use in the classroom</p> <p>Materials for both educators and students can be taken home or accessed from different locations easily</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

	Students should be able to interact with the instructional materials with very little oversight or assistance from the educator	<input type="checkbox"/> _____ /4
Provides Instructional Supports and Continuous PD	<p>Supports unit planning by providing representations of unit structure and flow.</p> <p>Provides specific and comprehensive descriptions of resources provided and preparation required for all lessons.</p> <p>Includes resources that support communication between classroom, home, and the community.</p> <p>Embeds professional learning within the curriculum to build capacity for inquiry-based social studies practice and culturally-responsive instruction.</p> <p>Provides resources, tools, and training to support and strengthen the effectiveness of on-site instructional leaders.</p> <p>Includes resources and support for Professional Learning Communities to guide collaborative analysis of curriculum implementation and student learning.</p> <p>Allows teachers to customize the content of units through the selection of alternative lesson, experiences, and performance tasks that meet the unique needs of their students.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ /7

Instructional Materials Rubric was created by using in-part the "Must-Have Components of High-Quality Elementary Social Studies Curriculum" from InquirED (<https://learn.inquired.org/elementarysocialstudiesrubric>) and the "Rubric for Evaluating Reading/Language Arts Instructional Materials for Kindergarten to Grade 5" from Florida State University (<https://files.eric.ed.gov/fulltext/ED571866.pdf>)