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 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.

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Instructional Support(s)	Evidence of Instructional Support(s)	Assessment	Evidence of Assessment
The lesson/unit is responsive to varied student learning needs: ☐ 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:* ☐ 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 as appropriate.	**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 regularly assesses whether students are mastering standards-based content and skills:* ☐ Elicits direct, observable evidence of the degree to which a student can independently demonstrate the major targeted grade level or high school course *ONLS: K-12 Social Studies*. ** ☐ Assesses student proficiency using methods that are unbiased and accessible to all students. ** ☐ Includes 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.	**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.