

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
<p><i>The lesson/unit aligns with the letter and spirit of the ONLS:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Focuses teaching and learning on a targeted set of grade-level or course Social Studies Standards** <input type="checkbox"/> Builds a deep understanding of content. ** <input type="checkbox"/> Requires student involvement in and responsibility for their learning. ** <input type="checkbox"/> Frames the content in a context that is meaningful to students and has real world applications. ** <input type="checkbox"/> Inclusion of skills for each of the strands embedded throughout grades K -- 8 and high school. ** <p><u><i>In addition, for units:</i></u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Integrates reading, writing, speaking and listening so that students apply and synthesize advancing social studies skills. <input type="checkbox"/> Builds knowledge through a variety of content-rich texts. <input type="checkbox"/> Integrates reading and writing so that students construct responses grounded on evidence from texts. 	<p>**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.</p>	<p><i>The lesson/unit addresses key areas of focus in the ONLS:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Social Studies Skills: Includes skills identified for particular strands or high school courses. ** <input type="checkbox"/> Text-based evidence: Facilitates rich and rigorous evidence-based discussions and writing through specific, thought-provoking questions. <input type="checkbox"/> 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). ** <input type="checkbox"/> Academic vocabulary: Focuses on building students' academic vocabulary in context throughout instruction. ** <input type="checkbox"/> Research: Build and present knowledge through the process of analysis and synthesis. <input type="checkbox"/> Primary and secondary sources: Builds students' content knowledge and their understanding of history/social studies through reading primary and secondary sources. <p><u><i>In addition, for units:</i></u></p> <ul style="list-style-type: none"> <input type="checkbox"/> 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. 	<p>**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.</p>

Instructional Support(s)	Evidence of Instructional Support(s)	Assessment	Evidence of Assessment
<p><i>The lesson/unit is responsive to varied student learning needs:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Cultivates student interest and engagement in history/social studies. ** <input type="checkbox"/> Provides <i>all</i> students with multiple opportunities to engage with complex texts. ** <input type="checkbox"/> Integrates appropriate supports for students who are ELL, have disabilities, or read well-below the grade level text band. <input type="checkbox"/> Provides extensions and/or advanced opportunities for students who master or exceed content and skills. <input type="checkbox"/> Uses technology and media to deepen learning and draw attention to evidence and texts as appropriate. ** <p><u><i>In addition, for units:</i></u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Includes a progression of learning where concepts and skills advance and deepen over time. <input type="checkbox"/> Gradually removes supports, requiring students to demonstrate their independent capacities. <input type="checkbox"/> Provides for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation, and/or reflection. 	<p>**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.</p>	<p><i>The lesson/unit regularly assesses whether students are mastering standards-based content and skills:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Elicits direct, observable evidence of the degree to which a student can independently demonstrate the major targeted grade level or high school course <i>ONLS: K-12 Social Studies</i>. ** <input type="checkbox"/> Assesses student proficiency using methods that are unbiased and accessible to all students. ** <input type="checkbox"/> Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance. ** <p><u><i>In addition, for units:</i></u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses varied modes of assessment, including a range of pre, formative, summative, and self-assessment measures. 	<p>**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.</p>