



The purpose of this rubric is to measure the alignment and overall quality of lessons and units with respect to the Washington State Social Studies Learning Standards and the Washington ELA and Literacy in History/Social Studies Standards. This rubric also evaluates lessons and units for integration with the College, Career, and Civic Life (C3) Framework. The rubric is divided into four dimensions:

I. Alignment to Standards	Each of these dimensions is rated on a scale of 0 to 3: 0—Does not meet any of the criteria in the dimension 2—Meets many of the criteria in the	1—Meets some of the criteria in the dimension
II. Teaching Strategies		3—Meets all of the criteria in the dimension
III. Instructional Supports		
IV. Assessment		

### This rubric is designed to evaluate:

**Lessons** that include instructional activities and assessments that may extend over a few class periods or days

**Units** that include integrated and focused lessons that extend over a longer period of time

*The rubric is not designed to evaluate a single task or stand-alone activity*

### Intended Use:

**Review** existing lessons and units to determine what revisions are needed

**Inform** the development of new lessons and units

**Build** the capacity of educators to evaluate and improve the quality of instructional materials for use in their classrooms and schools.

*Reviewed resources may be in either print, digital, or online formats. They may carry different licensing types from open educational resources (OER) to all rights reserved.*

### Rating

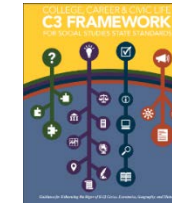
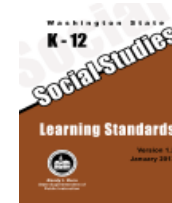
- Reviews using this rubric are best accomplished collaboratively, with team members providing specific evidence of how a resource meets dimension criteria.
- Look at the criteria in each dimension through the lens of the intended grade band.
- Check a criterion box only if there is clear and substantial evidence of the criterion (there are no “half-checks”). There may be instances when reviewers find clear and substantial evidence of a criterion and there are still constructive suggestions that can be made. In such cases, reviewers may provide feedback related to criteria that have been checked.
- For some resources, certain criteria will not be applicable. As a result, it’s acceptable to give a “3” rating without having all of the criteria checked within a dimension; just support all ratings with specific evidence.

*If recommendations for improvement are too significant, then the rating should be less than a “3.” There should be a relationship between the number of checks and the overall rating. There shouldn’t be huge misalignment, but it comes down to professional judgment. Reviewers should stand back and look at the review in its totality.*



## Recommendations:

To effectively apply this rubric, an understanding of the [Washington State Social Studies Learning Standards \(GLEs\)](#), the [Washington State ELA and Literacy in History/Social Studies Standards \(Common Core State Standards\)](#), and the [C3 Framework for Social Studies State Standards](#) is needed.



## Notes

- The rubric is designed to be printed on 8 ½ X 14 inch paper.
- Materials from other states may need to be adapted to work within Washington learning standards. Prior to any adaptation, make sure edits are permitted under the resource license type.
- Even an exemplary unit may have to be adapted to meet the specific needs of your learners. Teaching is a changing practice; there will always be new and updated resources.

## Additional Resources

### Social Studies

[Office of Superintendent of Public Instruction - Social Studies](#)

[Washington State Social Studies Laws/Regulations](#)

[Washington Social Studies Teachers Connect](#)

[Washington State Council for the Social Studies](#)

[C3 Resources from the C3 Literacy Collaborative](#)

### English Language Arts

[Navigating Text Complexity – Council of Chief State School Officers \(CCSSO\)](#)

[Academic Vocabulary – Which Words Do I Teach and How?](#)

We express our gratitude to all the educators involved in the adaptation of this rubric. Without their support and expertise in the field of Social Studies, this resource would not be possible.

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**Washington Quality Review Rubric for Social Studies Lessons & Units – Version 2.4\***

**Grade:**      **Social Studies Lesson/Unit Title:**

**Overall Rating:**

I. Alignment to Standards	II. Teaching Strategies	III. Instructional Supports	IV. Assessment
<p><i>The lesson/unit:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Targets a set of grade-level standards in the <a href="#">Washington State Social Studies Learning Standards</a> (GLEs) in one or more of the following areas: Geography, Civics, Economics, History, or Social Studies Skills.</li> <li><input type="checkbox"/> Integrates social studies content knowledge with reading, writing, speaking, and listening skills as outlined in the <a href="#">Washington State ELA and Literacy in History/Social Studies Standards (Common Core State Standards)</a> K–5: pages 9–33 6-12: pages 59–66</li> </ul>	<p><i>The lesson/unit infuses the strategies in the <a href="#">C3 Framework for Social Studies State Standards</a>.</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Integrates content and skills purposefully:</b> Thoughtfully introduces appropriate and relevant content for students to ground their inquiries and build disciplinary skills and conceptual knowledge.</li> <li><input type="checkbox"/> <b>Crafts questions that spark and sustain inquiry:</b> Provides deeper-level questions and/or gives students the opportunity to construct compelling and supporting questions to initiate and sustain an inquiry.</li> <li><input type="checkbox"/> <b>Students work collaboratively:</b> Engages students in disciplinary content to develop, examine, and communicate ideas.</li> </ul> <p><i>The lesson/unit promotes literacy practices in the Washington State Learning Standards in the following ways:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Credible primary and/or secondary sources:</b> When applicable, resource includes multiple perspectives.</li> <li><input type="checkbox"/> <b>Grade-level texts:</b> Resource includes readings that match grade band text complexity and are of sufficient quality and scope for the stated purpose.</li> <li><input type="checkbox"/> <b>Text-based evidence:</b> Facilitates rich and rigorous evidence-based discussions and writing through specific, thought-provoking questions.</li> <li><input type="checkbox"/> <b>Writing from sources:</b> Routinely expects that students draw and properly cite evidence from texts to inform, explain, or make an argument in a written form (notes, summaries, short responses or formal essays).</li> <li><input type="checkbox"/> <b>Academic vocabulary:</b> Focuses on building students’ academic vocabulary in context throughout instruction using Tier 2 (general academic) and/or Tier 3 (domain/content area specific) words.</li> <li><input type="checkbox"/> <b>Research:</b> Builds and presents knowledge through the process of analysis and synthesis as appropriate.</li> </ul> <p><i>A longer lesson or unit should also:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Increase 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.</li> <li><input type="checkbox"/> Make reading text closely and examining textual evidence a factor of the instructional focus.</li> <li><input type="checkbox"/> Build disciplinary knowledge in one or more of the following Washington State social studies strands (civics, economics, geography, history, and social studies skills).</li> <li><input type="checkbox"/> Provide state, tribal, and other perspectives, when applicable, while presenting or contrasting the unit within a global context.</li> <li><input type="checkbox"/> Integrate 21st Century skills (creativity and innovation, critical thinking and problem solving, communication, and collaboration).</li> <li><input type="checkbox"/> Provide tangible opportunities for taking informed action: Students, where curricularly appropriate, have the opportunity to culminate their academic inquiries through civic engagement.</li> </ul>	<p><i>The lesson/unit is responsive to varied student learning needs.</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Includes a clear and specific purpose for instruction as well as specific guidance to support teaching and learning of targeted standards.</li> <li><input type="checkbox"/> Cultivates student interest and engagement in history/social studies.</li> <li><input type="checkbox"/> Supports learning of the core ideas, concepts, and practices of the C3 Inquiry Arc as appropriate.</li> <li><input type="checkbox"/> Recommends and facilitates a mix of instructional approaches and best practices for a variety of learners, such as modeling, questioning strategies, checking for understanding, flexible grouping, pair-share, and scaffolding.</li> <li><input type="checkbox"/> Elicits students’ prior knowledge and addresses common student conceptions/misconceptions.</li> <li><input type="checkbox"/> Supports students in making and/or evaluating evidence-based claims.</li> <li><input type="checkbox"/> Uses digital tools and media as appropriate to deepen student learning.</li> <li><input type="checkbox"/> Contains text features (e.g. captions, headings, index) as appropriate to support student learning.</li> <li><input type="checkbox"/> Requires student involvement in and responsibility for their learning.</li> </ul> <p><i>A longer lesson or unit should also:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate effective sequencing where the concepts and skills advance and deepen over time.</li> <li><input type="checkbox"/> Provide for various approaches to learning: relevant and transferable skills, application of literacy skills, student-directed inquiry, analysis, evaluation, and reflection.</li> <li><input type="checkbox"/> Use appropriate scaffolding, supporting student progress towards independent learning (may be more applicable across several units or the year).</li> </ul>	<p><i>The lesson/unit provides sufficient guidance for interpreting student performance.</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Elicits evidence that a student can independently demonstrate that they can meet the targeted Washington State or other standard(s) identified in the lesson/unit.</li> <li><input type="checkbox"/> Includes aligned rubrics or assessment guidelines for interpreting student performance.</li> <li><input type="checkbox"/> Measures progress of fundamental understandings through embedded formative assessments that focus on learning target(s) and/or engage students in self-reflection.</li> </ul> <p><i>A longer lesson or unit should also:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use varied modes of curriculum-embedded assessments that may include pre-, formative, summative, and self-assessment measures.</li> </ul>
<p><b>Rating: 3 2 1 0</b></p>	<p align="center"><b>Rating: 3 2 1 0</b></p>	<p align="center"><b>Rating: 3 2 1 0</b></p>	<p align="center"><b>Rating: 3 2 1 0</b></p>
<p><b>Rating Scale:</b>    3—Meets most to all of the criteria in the dimension    2—Meets many of the criteria in the dimension    1—Meets some of the criteria in the dimension    0—Does not meet the criteria in the dimension</p>			
<p><b>Overall Rating:</b>    E—<u>Exemplar Lesson/Unit</u> - meets most to all of the criteria in all four dimensions (11-12)    E/I:    <u>Exemplar if Improved</u> - needs some improvement in one or more dimensions (8-10)  R—<u>Needs Revision</u> - is a “work in progress” and requires significant revision in one or more dimensions (3-7)    N    <u>Not Recommended</u> - does not meet the criteria in the dimensions (0-2)</p>			

\* Please read the [front material](#) that accompanies this document in order to learn how to use this document effectively.