

## Rubric to Evaluate the Quality of Units in Social Studies

Unit Title:

Grade:

Overall Rating:

Alignment to the Depth of the Iowa Core	Key Instructional Shifts	Instructional Supports	Assessment
<p><b>The unit has tight alignment to:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Iowa Core in Social Studies</a></li> <li><b>AND</b></li> <li><input type="checkbox"/> <a href="#">Iowa Core Literacy Standards (Grades K-5)</a></li> <li><b>OR</b></li> <li><input type="checkbox"/> <a href="#">Iowa Core Literacy Standards for History/Social Studies (Grades 6-12)</a></li> </ul>	<p><b>The unit:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Craft Questions that Spark and Sustain an Inquiry:</b> Promotes the creation of compelling and supporting questions that represent academic content based on problems and issues in and across the social studies discipline.</li> <li><input type="checkbox"/> <b>Cultivate and Nurture Collaborative Civic Spaces:</b> Promotes the importance of collaboration as a key element of civic life.</li> <li><input type="checkbox"/> <b>Integrate Content and Skills Purposefully:</b> Provides appropriate and relevant content to ground students in the discipline of social studies, but provides a balance so that skills become the delivery vehicle for that content.</li> <li><input type="checkbox"/> <b>Promote Literacy Practices and Outcomes:</b> Promotes inquiry through a lens of disciplinary literacy.</li> <li><input type="checkbox"/> <b>Provide Tangible Opportunities for Taking Informed Action:</b> Promotes provides opportunities for students to communicate the results of their inquiries and in the cases where appropriate, take informed action.</li> <li><input type="checkbox"/> <b>Increase in Text Complexity:</b> Promotes the reading of complex texts drawn from the grade-level band in order to deepen understanding of big ideas in social studies.</li> <li><input type="checkbox"/> <b>Academic Vocabulary:</b> Promotes an emphasis on building academic vocabulary through a social studies content lens.</li> <li><input type="checkbox"/> <b>Balancing Informational and Literary Text:</b> Promotes the use of informational text</li> </ul>	<p><b>The unit:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Interest and Engagement:</b> Builds student interest and engagement in social studies through reading, writing, and speaking about a variety of texts.</li> <li><input type="checkbox"/> <b>Scaffolding:</b> Provides appropriate scaffolding (e.g. graphic organizers, close reading strategies, discussion questions etc.) that will allow <i>all</i> students to productively struggle, yet directly experience the complexity of the text.</li> <li><input type="checkbox"/> <b>Instructional Strategies:</b> Utilizes a variety of instructional strategies to accommodate all learning modalities.</li> <li><input type="checkbox"/> <b>Instructional Practices:</b> Promotes thinking, reading, writing, speaking, listening, and viewing like scholars in the field of social studies. (i.e.. use of primary sources, questioning, etc.)</li> <li><input type="checkbox"/> <b>Differentiation:</b> Is differentiated to meet the needs of all students.</li> <li><input type="checkbox"/> <b>Technology:</b> Uses technology</li> </ul>	<p><b>The unit:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Modes of Assessment:</b> Uses varied modes of assessment, including a range of pre, formative, summative and self-assessment measures.</li> <li><input type="checkbox"/> <b>Assessment Guidelines:</b> Includes assessment guidelines that provide sufficient guidance for interpreting student performance (i.e. rubrics, checklists, observation protocols, etc.)</li> <li><input type="checkbox"/> <b>Communicating Conclusions and Taking Informed Action:</b> Promotion of communicating conclusions and/or taking informed</li> </ul>

	<input type="checkbox"/> <b>Focus on Disciplinary Literacy:</b> Promotes the building of knowledge through text. <input type="checkbox"/> <b>Evaluating Sources and Using Evidence:</b> Promotes drawing evidence from texts to demonstrate clear and coherent writing, speaking, and listening skills that encourage construction and evaluation of arguments and the development of informed action. <input type="checkbox"/> <b>Writing from Sources:</b> Promotes writing that emphasizes the use of evidence from sources to inform or make an argument.	and media to deepen learning.	action is present.
<b>Rating:</b> 3 2 1 0	<b>Rating:</b> 3 2 1 0	<b>Rating:</b> 3 2 1 0	<b>Rating:</b> 3 2 1 0

### Rating Scale for Dimensions I, II, III, and IV

- 3: Meets most to all of the criteria
- 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

### Overall Rating for Lesson/Unit

- **E: Exemplar-** Aligned and meets most of the criteria in dimensions II, III, and IV (*total 11-12*)
- **E/I: Exemplar if Improved-** Aligned and needs some improvement in one or more dimensions (*total 8-10*)
- **R: Revision Needed-** Aligned partially and needs significant revision in one or more dimensions (*total 3-7*)
- **N: Not Ready to Review-** Not aligned and does not meet criteria (*total 0-2*)