


The Maryland K-12 Social Studies High-Quality Instructional Materials Rubric is designed to evaluate core social studies instructional materials for inclusive, rigorous, and high-quality instructional methods, strategies, content and resources. It supports the identification of evidence of alignment to Maryland's Social Studies High-Quality Instructional Materials (HQIM) Identification Framework.

This rubric was developed in partnership with Student Achievement Partners and American Institutes for Research (AIR) and is grounded in SAP's [Essential x Equitable \(e<sup>2</sup>\) Instructional Practice Framework](#) and uses content from the [College, Career, and Civic Life \(C3\) Framework](#). To learn more about the research and scholarship that underpins this work, please refer to the [Social Studies HQIM Identification Framework](#).

### STRUCTURE

- **Criteria:** These criteria, directly from Maryland's [Social Studies HQIM Identification Framework](#), ground what to look for within the review process.
- **Indicators of Evidence:** Additional guidance for identifying key aspects of each criterion within instructional materials.
- **Evidence and Rating:** Space to capture evidence for each criterion and select a rating to reflect the overall quality of evidence.
  - **Strong Evidence** indicates that the material fully meets the criterion with minimal or no gaps.
  - **Some Evidence** indicates that the materials partially meet the criterion but have meaningful gaps.
  - **Minimal Evidence** indicates that the materials have minimal evidence of the criterion.
  - **No Evidence** indicates that the materials do not show presence of the criterion.

Additional support is provided for each criterion through the [Social Studies HQIM Companion Guide](#). This complementary resource supports a more granular examination of the criteria and offers concrete examples to illustrate how Key Criteria manifest in instructional materials. The companion guide includes key definitions, guidance on how to gather evidence, additional sample evidence, grade-level specifics (  noted in the rubric when particularly relevant), red flags, and considerations for multilingual learners and students with diverse learning needs.

## ORGANIZATION

Each review tool in this suite follows the same overarching organization, connected to Maryland's [Social Studies HQIM Identification Framework](#). Review materials for HQIM in Maryland are organized into four categories. Categories are divided into domains, which are further broken down into individual criteria.

Woven through all categories are 5 approaches to design that reflect the priorities Maryland has for instructional materials to truly be high quality. The priorities reflected in a criterion are communicated with these icons.


Icon	Maryland Priority
	Building Background Knowledge
	Affirming Cultural Identities
	Supporting Multilingual Learners
	Teaching Every Student
	Meeting Teacher Needs

For further information on scoring and the instructional materials review process, visit the [Maryland HQIM website](#).


## Grade-Level and Standards Aligned

Instructional Materials must receive an overall rating of “Strong” in the category of Grade-Level and Standards Aligned to be rated along the remaining three categories.


### DOMAIN 1: ALIGNMENT WITH THE MARYLAND SOCIAL STUDIES FRAMEWORK AND STANDARDS (MSSFS)

Criteria	Indicators of Evidence	Evidence and Rating
<p><b>Inquiry as a Core Tenet:</b> Instructional materials reflect the idea that inquiry is the core tenet of effective social studies instruction. Further, materials focus on the interrelated enduring understandings, concepts, and skills from the core social studies disciplines (civics, economics, geography, and history). The instructional materials also contain clear opportunities to practice asking questions, investigate essential questions, and gather relevant evidence to develop claims. These materials include all of the following elements:</p> <ul style="list-style-type: none"> <li>a. content of the Maryland Social Studies Frameworks &amp; Standards (MSSFS);<sup>1</sup></li> <li>b. investigation of compelling and supporting questions in a structured way;</li> <li>c. units that build toward taking informed action and provide students with an opportunity to apply their learning to real-world challenges;</li> <li>d. explicit instruction designed in ways that are clear and authentic;</li> <li>e. explicit opportunities for teachers and students to develop and plan inquiry arcs; and</li> <li>f. lesson objectives aligned to grade-appropriate K–12 college- and career-ready literacy standards</li> </ul>	<ul style="list-style-type: none"> <li>• Units are organized around an enduring compelling question that develops students' disciplinary knowledge and skills in social studies (i.e., open-ended and focus on authentic issues in the discipline).</li> <li>• Units center students' experiences on inquiry-based practices that build toward students' taking informed action and applying their learning to real-world challenges.</li> <li>• Units include suggestions for classroom routines and structures that support explicit instruction of MSSFS content and concepts (e.g., language for articulating lesson objectives, teacher modeling, guided and independent practices of concepts and skills) with detailed explanations.</li> <li>• Lessons are focused on supporting questions that connect to content or essential understandings from MSSFS and build students' ability to provide an argument based on the unit compelling question.</li> <li>• Lessons include clear and measurable learning objectives that are aligned to the MSSFS and grade-appropriate K–12 college- and career-ready standards.</li> </ul> <p> <a href="#">See Companion Guide for Grade-Level Specifics</a></p>	

<sup>1</sup> Maryland State Department of Education. (n.d.). *State standards and frameworks in social studies*. Government of Maryland. <https://marylandpublicschools.org/about/Pages/DCAA/Social-Studies/MSSS.aspx>


Criteria	Indicators of Evidence	Evidence and Rating
<b>Disciplinary Content Fluency:</b> Instructional materials contain accurate, detailed content with a variety of culturally responsive sources and abundant, well-designed practice opportunities along with supporting resources that align with the sequence of the MSSFS.	<ul style="list-style-type: none"> <li>Lessons and units that build disciplinary knowledge and skills through the evaluation of sources and evidence and reflect the practice of social scientists.</li> <li>Authentic opportunities to build content knowledge and disciplinary skills across units in history, civics, geography, and economics.</li> </ul>	
<b>Evaluation of Sources and Leveraging of Evidence:</b> Instructional materials focus in particular on opportunities for source evaluation and the use of evidence to support claims. Materials contain systematic and supportive practice opportunities for students to investigate how the reliability of a document can be affected by the circumstances under which it was created. Further, instructional materials provide systematic opportunities for learners to gather relevant information from multiple sources while developing claims and counterclaims.	<ul style="list-style-type: none"> <li>Materials provide opportunities for students to use sources to identify themes and key ideas across multiple sources to draw their own conclusions from evidence and construct claims and counterclaims.</li> <li>Materials provide opportunities for students to engage in disciplinary thinking skills in civics, economics, geography and history when evaluating sources in order to develop claims, counterclaims, and arguments.</li> <li>Lessons include opportunities for students to investigate the reliability of sources through tasks, procedures and/or resources that require students to use questioning around texts or sources, content, and concepts to evaluate and assess sources.</li> </ul> <p> <a href="#">See Companion Guide for Grade-Level Specifics</a></p>	

**DOMAIN 2: TEXT AND RESOURCE SELECTION**



Criteria	Indicators of Evidence	Evidence and Rating
<p><b>Grade-Level Sources:</b> Instructional materials ensure that all students have extensive opportunities to actively engage with grade-level sources. These sources for instruction are appropriately complex for the grade based on quantitative and qualitative features. Materials include opportunities to engage with longer primary, secondary, and historiographical works across all elementary and secondary levels. In early elementary grades, the texts may be read aloud.</p>	<ul style="list-style-type: none"> <li>Grade-level sources represent diverse text and media to support the analysis, interpretation, and syntheses of social studies content and concepts.</li> <li>Sources aligned with college- and career-ready expectations are a focal point of instruction for all students.</li> <li>Text-based sources are appropriately complex for the grade based on quantitative and qualitative complexity measures.</li> <li>Strategies and/or supports are provided to support all students (e.g., multilingual learners, students reading below grade level, accelerated learners) in engaging with grade-level sources around social studies content and concepts.</li> <li>Source sets are included to support students in building their understanding of social studies content and/or developing a claim using evidence.</li> </ul> <p> <a href="#">See Companion Guide for Grade-Level Specifics</a></p>	

**DOMAIN 3: COMPELLING QUESTIONS AND TASKS**

Criteria	Indicators of Evidence	Evidence and Rating
<p><b>Source-Based and Aligned to MSSFS:</b> Instructional materials include source-specific questions, discussion prompts, essential questions, and tasks to support students' analysis of primary and secondary sources. These materials include all of the following elements:</p> <ul style="list-style-type: none"> <li><b>a.</b> alignment to the essential questions embedded within the MSSFS;</li> <li><b>b.</b> use of the origin, authority, structure, context, and collaborative value of the sources to guide the selection of evidence from multiple sources</li> <li><b>c.</b> attention to each source's particular qualitative complexities (i.e., meaning/purpose, structure, language, knowledge demands); and</li> <li><b>d.</b> ways to spur the analytical thinking required by college- and career-ready standards at each grade level (i.e., attention to key ideas, details, craft, structure).</li> </ul>	<ul style="list-style-type: none"> <li>• Questions and tasks are clearly aligned to Maryland grade-level standards expectations, including essential questions within the MSSFS.</li> <li>• Questions, prompts, and tasks build students' analytical thinking skills that are required by college- and career-ready standards at each grade level (i.e., attention to key ideas, details, craft, structure) and consider text or source complexity for student supports (i.e., quantitative complexity, qualitative complexity, task and reader considerations).</li> <li>• Sample questions, prompts, or tasks are included to help build or model sourcing of primary and secondary sources when identifying and evaluating evidence across sources.</li> </ul>	



Criteria	Indicators of Evidence	Evidence and Rating
<b>Intentional Sequencing:</b> Instructional materials sequence essential questions, source-based questions, discussion prompts, and tasks to support students in building enduring understandings targeted in the MSSFS.	<p>Materials include all of the following elements:</p> <ul style="list-style-type: none"><li>• building from students’ funds of knowledge;</li><li>• attending to the words, phrases, and sentences (including syntax) in texts;</li><li>• embedding checks for understanding (e.g., questions, tasks) of the source or topic under study to elicit evidence of student learning;</li><li>• engaging in close reading of especially complex or historically significant sections of text;</li><li>• building mental models of texts as students read; and</li><li>• integrating understandings across multiple sources.</li></ul> <p> <a href="#">See Companion Guide for Grade-Level Specifics</a></p>	

**DOMAIN 4: VOLUME, QUANTITY, AND RANGE OF WRITING**

Criteria	Indicators of Evidence	Evidence and Rating
<b>Prominent, Authentic Writing Opportunities:</b> Instructional materials provide frequent opportunities for students to write, which are connected to taught skills, texts, and topics under study.	<p>Materials include all of the following elements:</p> <ul style="list-style-type: none"> <li>conducting short, focused research projects;</li> <li>crafting prose, sentences, paragraphs, and texts that allow students to communicate information and their ideas through multiple means of expression;</li> <li>constructing explanations using reasoning, correct sequence, examples, and details with relevant information and data while acknowledging the strengths and weaknesses of the explanations;</li> <li>refining claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim; and</li> <li>identifying evidence that draws information directly and substantially from multiple sources to detect inconsistencies in evidence to revise and strengthen claims.</li> </ul> <p> <a href="#">See Companion Guide for Grade-Level Specifics</a></p>	
<b>Explicit Instruction:</b> Instructional materials include attending to the discrete disciplinary-aligned skills of social studies-aligned writing.	<ul style="list-style-type: none"> <li>Explicit instruction on paragraph and text structure (e.g., via structure-focused mnemonic devices, graphic organizers).</li> <li>Use of relevant tools needed for access to effective construction and composition of writing.</li> <li>Grammar/usage instruction in the context of the source or topic under study.</li> <li>Attention to the writing process and language development alongside development of writing skills.</li> </ul> <p> <a href="#">See Companion Guide for Grade-Level Specifics</a></p>	



**DOMAIN 5: SPEAKING, LISTENING, AND ORAL LANGUAGE**




Criteria	Indicators of Evidence	Evidence and Rating
<b>Prominent, Authentic Discourse Opportunities:</b> Instructional materials include frequent opportunities for students to discuss texts and topics under study. This academic discourse simultaneously builds knowledge, vocabulary, and language skills to express ideas and comprehension. These discourse opportunities include prompts that are explicitly connected to various historical sources (primary and/or secondary documents: text, speech, visual arts, music).	<ul style="list-style-type: none"> <li>Regular and varied opportunities are provided for students to engage in conversations about social studies content and skills that have been taught in the lesson.</li> <li>Materials include extended and supportive opportunities for discourse about grade-level texts/sources and tasks that outline clear discussion structures, prompts, student roles, and supports for engaging (e.g., slides, protocols, anchor charts, student-facing materials).</li> <li>Strategies and resources are included for preparing and engaging students in collegial discourse of social studies content using a variety of credible evidence or sources (e.g., graphic organizers to frame discourse, simulations, role-playing).</li> </ul> <p> <a href="#">See Companion Guide for Grade-Level Specifics</a></p>	
<b>Vocabulary Building:</b> Instructional materials include explicit and research-based teaching of discipline-specific and text-based vocabulary, including special attention to academic and content-based vocabulary.	<p>Materials include all of the following elements:</p> <ul style="list-style-type: none"> <li>practice of newly taught words in a variety of modes (i.e., orally, in writing), including through multiple relevant examples that support students making connections with words;</li> <li>student-friendly definitions;</li> <li>visual representations; and</li> <li>encouragement for the use, review, and assessment of targeted words throughout the unit.</li> </ul> <p> <a href="#">See Companion Guide for Grade-Level Specifics</a></p>	



**DECISION POINT**

Instructional Materials must have **Strong** evidence overall in the Grade-Level and Standards Aligned category to be rated against the remaining categories. This category identifies the foundational prerequisites that must be met for the review process to continue.



## Designed to Affirm Students

### DOMAIN 1: CULTURALLY RESPONSIVE-SUSTAINING INSTRUCTION

Criteria	Indicators of Evidence	Evidence and Rating
<b>Affirmation and Centering of Students:</b> Instructional materials are designed to encourage students to anchor learning in their individual experiences, backgrounds, and cultural knowledge to support and expand their social studies knowledge and skills. 	<ul style="list-style-type: none"> <li>Regular opportunities for students to share who they are and what they know, bringing their unique background knowledge to their learning experiences.</li> <li>Reflection and conversation within the context of the text or topic under study that affirm students' identities and experiences</li> <li>Tasks that support students to express (orally, in writing, in media, and in other formats) how texts and topics under study impact their understanding of the world.</li> <li>Tasks that require students to integrate what they have read and/or learned from others with their own knowledge and synthesize ideas across sources.</li> </ul> <p> <a href="#">See Companion Guide for Grade-Level Specifics</a></p>	
<b>Social Studies as a Tool for Civic Engagement:</b> Instructional materials consistently use texts and tasks that prompt students to apply the knowledge of disciplinary concepts and tools to develop their civic engagement skills, examine current events, build authentic inquiries, and take informed action. 	<ul style="list-style-type: none"> <li>Opportunities for students to read, write, listen, and speak in an effort to think critically about the content/perspective of the text or resources.</li> <li>Opportunities for students to apply disciplinary knowledge, skills, and perspectives to inquire about problems involved with public issues.</li> <li>Attention to historical and social contexts in texts.</li> <li>Opportunities critically examining texts for influence, bias, and diversity of perspectives and for considering whose voice is elevated and whose is absent.</li> </ul>	


Criteria	Indicators of Evidence	Evidence and Rating
<p><b>Real-World Connections:</b> Instructional materials consistently connect with students' lives, their future goals, their communities, and world and nurture ways for students to engage in their own communities and beyond.</p> 	<ul style="list-style-type: none"> <li>• Use of historical sources and disciplinary tasks to connect to current events.</li> <li>• Engagement in collaborative tasks and/or projects that involve real-world problem-solving through meaningful interactions with peers and their local communities.</li> <li>• Connections between developing social studies skills and knowledge and students' academic and personal goals.</li> </ul> <p> <a href="#">See Companion Guide for Grade-Level Specifics</a></p>	


## DOMAIN 2: LANGUAGE AFFIRMING INSTRUCTION


Criteria	Indicators of Evidence	Evidence and Rating
<p><b>Multilingualism in Social Studies:</b> Instructional materials are deliberately designed to support multilingualism with a specific focus on building disciplinary-specific thinking skills (corroboration, sourcing, contextualization) while encouraging students to leverage their linguistic repertoire to communicate with one another via reading, writing, speaking, and listening.</p> 	<ul style="list-style-type: none"> <li>• Promoting sustained oral and written communication, including explicit encouragement to use a range of language practices and registers and to use their full language repertoire through translanguageing so all students express themselves in a language they are comfortable with while working to learn social studies content and meet language objectives in the target language.</li> <li>• Building vocabulary and understanding of new concepts in English and home language(s), including use of social and academic vocabulary.</li> <li>• Making translanguageing connections, such as by making connections between students' home language(s) or register and the language or register of instruction (e.g., cognates, academic language registers).</li> </ul> <p> <a href="#">See Companion Guide for Grade-Level Specifics</a></p>	

# Instructional Design




## DOMAIN 1: BUILDING KNOWLEDGE AND SKILLS


Criteria	Indicators of Evidence	Evidence and Rating
<p><b>Knowledge-Building Focus:</b> Instructional materials center on building knowledge through engaging, inquiry-based investigations about civics, people of the nations and world, geography, economics, and history. Units feature regular interaction with, but are not limited to, knowledge-rich texts, data sets, and simulations. Literacy skills and strategies are primarily taught and used in service of building disciplinary knowledge through reading, writing, speaking, and listening. These materials include all of the following elements:</p> <ul style="list-style-type: none"> <li>a. scaffolding of the degree of difficulty or complexity within activities;</li> <li>b. opportunities to generalize learning to new situations; and</li> <li>c. support for prior knowledge and key ideas.</li> </ul> 	<ul style="list-style-type: none"> <li>• Tasks and/or strategies are included for students to build content knowledge through inquiry-based investigations using knowledge-rich texts or sources.</li> <li>• Instructional design integrates the branches of social studies (history, civics, geography, and economics) in order to build disciplinary knowledge.</li> <li>• Materials include supports and/or steps for scaffolding texts and sources with varied and increased difficulty or complexity within activities.</li> <li>• Strategies are included to support students in making meaningful connections between new and existing knowledge.</li> <li>• Discipline-specific primary and secondary sources are included at a variety of complexity levels that are sequenced around knowledge-building topics/themes aligned with a unit's focus.</li> <li>• Frequent opportunities for students to integrate and apply knowledge across multiple sources through discussions, writing, projects/research, or culminating assessments/activities.</li> <li>• Learning activities integrate content with opportunities for students to practice literacy skills and build disciplinary knowledge through reading, writing, speaking, and listening.</li> </ul>	

Criteria	Indicators of Evidence	Evidence and Rating
<p><b>Inclusive Content:</b> Instructional materials for key areas of the Maryland Social Studies Framework and Standards (MSSFS) are expansive and representative of diverse identities, including content from a variety of community, cultural, and language backgrounds within and across school years. At each grade level, these materials include all of the following elements:</p> <ul style="list-style-type: none"> <li><b>a.</b> elevation of multiple perspectives;</li> <li><b>b.</b> counternarratives offer the opportunity to critically examine dominant narratives;</li> <li><b>c.</b> inspiration for reflection, motivation, or civic engagement in response to ideas and content presented; and</li> <li><b>d.</b> engagement of students in learning about the joy, resilience, determination, ingenuity, and leadership of all groups and communities, including historically marginalized communities.</li> </ul> <div data-bbox="184 1063 428 1136">  </div>	<ul style="list-style-type: none"> <li>A variety of authentic texts or sources and text or source types are included that highlight multiple perspectives, narratives, and/or stories from diverse communities and backgrounds (e.g., cultural, language).</li> <li>Tasks include counternarratives that allow students to critically examine dominant narratives.</li> <li>Materials include opportunities for students to reflect critically about the content based on their own identities, lived experiences, and backgrounds.</li> <li>Authentic and culturally relevant sources are included that give agency and voice to the individuals and communities represented.</li> </ul>	

Criteria	Indicators of Evidence	Evidence and Rating
<p><b>Historical Thinking Skills:</b> Instructional materials include the synthesis of historical thinking skills throughout, including opportunities for critical historical inquiry.</p> 	<p>Materials provide students with regular and varied opportunities to engage with the following skills:</p> <ul style="list-style-type: none"> <li>• contextualization: locate a document in time and place to understand how these factors shape its content</li> <li>• corroboration: consider details across multiple sources to determine points of agreement and disagreement</li> <li>• sourcing: consider who wrote a document as well as the circumstances of its creation</li> <li>• chronological thinking: consider how events in history unfold over time, with scaffolded opportunities to link events together and discuss relationships between events or possible causation</li> <li>• claim development: analyze claims, interrogate the credibility of evidence and develop counter claims</li> <li>• close reading: examine an author's claims about an event, including the evidence and/or reasoning the author uses, as well as the author's word choice, building towards the understanding about why authors might use the language they do</li> </ul>	




**DOMAIN 2: STUDENT AGENCY**



Criteria	Indicators of Evidence	Evidence and Rating
<p><b>Metacognitive Processes:</b> Instructional materials develop students' metacognition by directly teaching and supporting students to monitor understanding during reading and self-regulate during writing. This includes setting goals; self-monitoring growth; and reflecting on the impact of students' choices and ongoing development as readers, writers, and communicators. For multilingual learners, materials provide guidance on developing students' meta-awareness around language use and choices.</p> 	<ul style="list-style-type: none"> <li>• Setting goals and self-monitoring growth.</li> <li>• Reflecting on the impact of students' choices.</li> <li>• Modeling and developing strategies that support students in making their thinking visible through speaking or writing as they develop their understanding.</li> <li>• Providing guidance for building metacognition for students with diverse learning needs.</li> </ul>	
<p><b>Choice and Voice:</b> Instructional materials include a balance of student-choice and teacher-defined tasks. Students are provided regular opportunities to make choices about how to spend time, whom to spend it with, and what materials are used (texts, topics, and tasks).</p> 	<ul style="list-style-type: none"> <li>• Options for choosing methods to express students' understanding that best reflect their strengths as learners and their understanding of the content.</li> <li>• Self-selection of texts or resources (e.g., selections that represent their interests, identities, abilities).</li> <li>• Tasks that invite students to identify and pursue their own inquiry arcs.</li> <li>• Regular student feedback about learning experiences and instruction.</li> <li>• Sources learners can identify themselves within.</li> </ul> <p> <a href="#">See Companion Guide for Grade-Level Specifics</a></p>	

Criteria	Indicators of Evidence	Evidence and Rating
<p><b>Collaborative Learning:</b> Instructional materials engage all students in collaborative learning through a variety of research-based routines, structures, and tasks that allow for whole-group, small-group, and independent thinking. Materials explicitly plan for students to demonstrate their curiosity and share their tentative thinking; ask questions; and adjust their understanding by building on one another's ideas through speaking, listening, reading, and writing.</p> 	<ul style="list-style-type: none"> <li>• Regular opportunities for student collaboration that include a variety of structures and involve speaking, listening, reading, and writing (e.g., frequent partner conversations, extended group-learning activities, independent stop and jot before whole-group discussion, lead or take on different roles in collaborative groups).</li> <li>• Extended and supportive opportunities for discourse about grade-level texts and tasks that include clear discussion structures, prompts, student roles, and supports for engaging (e.g., slides, protocols, anchor charts, student-facing materials).</li> <li>• Opportunities for students to revisit their thinking over the course of a lesson and a unit after interacting with peers (e.g., returning to anchor charts, reflection questions, and/or portfolios of student work).</li> <li>• Guidance, tools, and/or prompts for students in supporting one another through challenging academic tasks and asking for help as needed (e.g., sample teacher prompts and modeling, sample student prompts, intentional opportunities for pausing to share challenge and potential strategies).</li> <li>• Resources, tools, tasks, and/or teaching strategies are included to encourage students to use active listening and speaking skills in peer-to-peer interactions for collaborative learning.</li> </ul>	







**DOMAIN 3: PROGRESS MONITORING AND SUPPORTING STUDENTS**



Criteria	Indicators of Evidence	Evidence and Rating
<p><b>Supports and Scaffolds:</b> Instructional materials are designed to support a variety of student strengths and diverse learning needs in ways that are based on research and do not interfere with their ability to engage with grade-level content.</p> 	<ul style="list-style-type: none"> <li>Text- and/or content-specific guidance on identifying and addressing potential individual student needs so that supports, scaffolds, and extensions can be effectively differentiated.</li> <li>Reteaching opportunities for students not yet proficient in reading, writing, and language grade-level skills.</li> <li>Supports and scaffolds that are designed to shift responsibility to students over time.</li> </ul>	
<p><b>Simultaneous Literacy and Language Development:</b> Instructional materials provide appropriate supports for multilingual learners.</p> 	<p>Materials include all of the following elements:</p> <ul style="list-style-type: none"> <li>Explicit instruction in writing, text structure, syntax (sentence structure), and cohesive devices (words that connect ideas in a text such as although, however).</li> <li>Sentence or discussion frames.</li> <li>Strategic grouping to allow for students to converse in home languages.</li> </ul>	
<p><b>Progress Monitoring:</b> Instructional materials embed frequent opportunities to monitor and develop students' progress in disciplinary literacy skills, application of those skills, development of language, and growth of content knowledge.</p> 	<ul style="list-style-type: none"> <li>Embedded and consistent formative assessment practices for content and language learning.</li> <li>Varied and multiple means of demonstrating integrated content, historical thinking skills, literacy, and language learning (e.g., podcast, mock interview, blogpost).</li> <li>Regular monitoring of oral language development.</li> </ul>	




Criteria	Indicators of Evidence	Evidence and Rating
<p><b>Meaningful Feedback:</b> Instructional materials provide frequent opportunities for feedback to advance content understanding and disciplinary literacy skills, as appropriate to the type of social studies instruction.</p> <div></div>	<ul style="list-style-type: none"><li>• Peer and teacher cycles of feedback, including communicating progress.</li><li>• Normalization of mistake-making and affirmation of effort and growth.</li><li>• Guidance for explicit, timely, informative, and accessible formative feedback to address partial understandings and alternative thinking about tasks, texts, and topics in ways that allow learners to monitor their own progress effectively and to use that information to guide their own effort and practice.</li><li>• Guidance on how and when to collect data, as well as how to respond to specific student strengths and needs.</li></ul>	


# Educator Support




## DOMAIN 1: EDUCATOR KNOWLEDGE



Criteria	Indicators of Evidence	Evidence and Rating
<p><b>Examination of Self:</b> Instructional materials support teachers in examining their own identities, biases, and belief systems to help them understand how these factors might influence instructional choices and the lens through which they interpret student thinking. These materials may include reflection prompts, examples of educator thinking, or embedded professional learning.</p> <div></div>	<ul style="list-style-type: none"><li>Guidance at the beginning of each grade/unit that invites teachers to identify and reflect on the way their identities, experiences, and knowledge impact how they view students and their thinking/work (e.g., prompts or reflection activities, sample educator thinking).</li><li>Prompts to address, identify, and interrupt biases (e.g., research summaries, prompts, sample educator thinking about the inherent capabilities of multilingual learners or students with diverse learning needs).</li><li>Guidance and/or prompts to support relationship-building and understanding of or reflection on students' backgrounds, identities, and lived experiences as appropriate (e.g., prompts to encourage students to share about their lived experiences and how these experiences may inform their understanding of the content, strategies for engaging in intentional listening and feedback gathering from students).</li><li>For lessons with culturally sensitive or difficult topics, guidance is provided to support educators in identifying biases, omissions, and/or gaps in their instructional materials around these concepts.</li><li>For lessons with culturally sensitive or difficult topics, strategies are included to build educator's background knowledge and capacity to reflect on the presentation of and facilitation of difficult conversations.</li></ul>	

Criteria	Indicators of Evidence	Evidence and Rating
<p><b>Inquiry-Based Teaching Practices:</b> Instructional materials support teachers in engaging with students in the inquiry process and inquiry-based pedagogical practices (question formulation, research, inquiry reflection, evaluation, and synthesis).</p> 	<ul style="list-style-type: none"> <li>• The unit structure and flow for the inquiry process is clear and easy to navigate for teachers.</li> <li>• Units and/or lessons include a description and/or explanation of the intended inquiry process to support educators in unpacking the compelling and supporting questions with students (e.g., goal of the inquiry, background knowledge or context, purpose of the compelling and supporting questions, suggestions for tasks to unpack the compelling and supporting questions).</li> <li>• Essential questions and aligned resources are sequenced in a linear format to support facilitation of the inquiry process.</li> <li>• Callouts, readings, instructional videos, Professional Learning Community agendas/activities, or other professional learning opportunities focus on inquiry-based teaching practices for social studies content and concepts.</li> <li>• Strategies and/or tools are included to promote self-reflection, analysis, and evaluation of the inquiry process for teachers and students.</li> </ul> <p> <a href="#">See Companion Guide for Grade-Level Specifics</a></p>	

Criteria	Indicators of Evidence	Evidence and Rating
<p><b>Source and Topic Knowledge:</b> Instructional materials support educators to engage students with authentic sources and topics. These materials include all of the following elements:</p> <p><b>a.</b> text analysis for sources, including quantitative and qualitative complexity;</p> <p><b>b.</b> considerations for engaging a diverse group of students in content in inclusive ways (e.g., guidance, explanatory content, teacher notes); and</p> <p><b>c.</b> explanations, examples of concepts, and/or additional resources to support teachers in building their own knowledge of the content and topics under study.</p> <div></div>	<p>Source-specific text analysis includes explicit guidance related to:</p> <ul style="list-style-type: none"><li>quantitative complexity and grade-level band placement;</li><li>qualitative complexity with brief, text-specific explanation (e.g., connections between range of ideas, processes, or events) that prepares educators for instruction;</li><li>rationale for grade-level and unit placement;</li><li>student considerations (e.g., relevant potential background knowledge, life experiences; potentially sensitive or text-based content with suggestions for how to address); and</li><li>curated list of educator-facing resources to build content knowledge in advance of a unit (e.g., links to articles, videos, or websites).</li></ul>	




Criteria	Indicators of Evidence	Evidence and Rating
<p><b>Students' Linguistic and Cultural Assets:</b> Instructional materials support educators to leverage students' linguistic and cultural assets. These materials include prompts for educators to learn about and integrate the knowledge, strengths, and resources of students, families, and the community — especially those who have been historically marginalized.</p> <div></div>	<ul style="list-style-type: none"><li>• Guidance, materials, reflection prompts, and/or resources that help teachers gain better understandings of student assets (e.g., student surveys, activities to identify student linguistic and cultural assets).</li><li>• Guidance, materials, reflection prompts, and/or resources support communication between classroom and home, as well as classroom and community.</li><li>• Guidance, materials, reflection prompts, and/or resources for teachers to use related to their own understanding of the assets of their learning community (e.g., family letters, family surveys, suggestions for family or community partnerships related to the topic of study).</li><li>• Particular attention to the ways that educators can attend to the assets of students, families, and communities who have been historically marginalized (e.g., centering multilingual students as thought leaders through instruction, prompts to consider inclusion of families of color).</li></ul>	



Criteria	Indicators of Evidence	Evidence and Rating
<p><b>Supporting Language Development for All Learners:</b> Instructional materials build educators’ understanding of research-based practices to support language development for all learners, especially for multilingual learners and students with diverse learning needs. These materials include all of the following elements:</p> <p><b>a.</b> use of home language, translanguaging, and development of cross-linguistic connections to deepen understanding of the linguistic features across languages and registers; and</p> <p><b>b.</b> development of oracy skills.</p> <div></div>	<ul style="list-style-type: none"><li>• Inclusion of explanations or resources for research-based practices that support language development across the four language domains (reading, writing, speaking, and listening) through social studies instruction.</li><li>• Tools are included for educators to build on and use students’ home language, translanguaging, and cross-linguistic connections to deepen understanding of the linguistic features across languages and registers when engaging with disciplinary content, concepts, and topics.</li><li>• Supports, resources, guidance, and/or strategies are included to help educators facilitate the development of students’ speaking skills when engaging with disciplinary content, concepts, and topics.</li></ul>	

Criteria	Indicators of Evidence	Evidence and Rating
<p><b>Supporting Literacy Development for All Learners:</b> Instructional materials build educators' understanding of research-based practices to support literacy development through social studies instruction. These materials include all of the following elements:</p> <ul style="list-style-type: none"> <li>a. building of knowledge of students' language development, including oracy, and language development standards;</li> <li>b. simultaneous development of language, content, and literacy skills; and</li> <li>c. examples of student language with varying levels of language proficiency within the lesson context.</li> </ul> 	<ul style="list-style-type: none"> <li>• Inclusion of explanations or resources for research-based practices aligned to the science of reading that support literacy development through social studies instruction.</li> <li>• Tools and supports are provided for educators to build their knowledge of students' language development and use this knowledge to support students' language and disciplinary literacy skills within the context of social studies content.</li> <li>• Supports are provided for educators to connect and provide opportunities for the simultaneous development of language, content, and literacy skills.</li> <li>• Examples of student language with varying levels of language proficiency within the lesson context are included along with guidance for educators on language development directly connected to social studies content and concepts.</li> </ul> <p> <a href="#">See Companion Guide for Grade-Level Specifics</a></p>	



**DOMAIN 2: USABILITY**

Criteria	Indicators of Evidence	Evidence and Rating
<p><b>Design and Functionality:</b> Instructional materials are designed to support ease of student and teacher use.</p> 	<p>Materials support ease of student and teacher use by:</p> <ul style="list-style-type: none"> <li>• having a visually appealing design with an organized and logical format;</li> <li>• being appropriately paced;</li> <li>• having clear and concise educator-facing guidance; and</li> <li>• having a variety of ways for students to engage with the content, including leveraging (but not centering) current technology.</li> </ul> <p> <a href="#">See Companion Guide for Grade-Level Specifics</a></p>	
<p><b>Adaptability for Context:</b> Instructional materials contain materials and/or meaningful suggestions for how to adapt for district, school, and/or classroom context. This may include varied selections for topics under study; flexibility to modify tasks to connect to local resources, organizations, or issues; or varied pacing suggestions based on number of school days or minutes of instruction.</p> 	<ul style="list-style-type: none"> <li>• Materials include clear guidance or adapted lesson materials for varied instructional contexts (e.g., scope and sequence options for a 30- or 45-minute instructional block, prioritization of instructional components [must do/may do], extension).</li> <li>• Units and/or lessons provide opportunities to integrate local context through task or topic.</li> <li>• Materials may offer a selection of units or arcs of learning that schools and/or teachers could select from (e.g., a range of research project materials on the same topic).</li> </ul>	

Criteria	Indicators of Evidence	Evidence and Rating
<p><b>Program Coherence:</b> Core instructional materials work in concert with (or have the potential to work in concert with) additional supplemental social studies materials (e.g., interventional materials). This includes aligned and research-based content and instructional approaches across materials.</p>  	<ul style="list-style-type: none"> <li>• Included supplementary or intervention materials attend to addressing students' strengths and needs in ways that systematically leverage and build their core social studies content knowledge and skills.</li> <li>• Descriptions and/or explanations for the purpose and use of provided supplementary materials in connection with core instructional materials are included. Supplementary materials are clearly aligned to learning objectives and goals.</li> <li>• Assessment materials in core instruction provide clear guidance and connections to core and supplementary materials.</li> <li>• Assessment materials in units and lessons are coherently aligned to content and instruction. Guidance, supports and/or descriptive explanations are provided for the alignment between assessments with the rigor and depth of the standards and learning outcomes for the course or grade level.</li> </ul>	