***Kentucky Rubric for Instructional Lesson and Unit Analysis: KAS Social Studies Standards (Grades K-12)***

***Adapted from EQuIP Rubrics for ELA, Math and NGSS\****

***Grade: Lesson/Unit Title: Overall Rating:***

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| **I. Alignment to the Key Shifts in the**  **KAS Social Studies Standards** | **II. Instructional Supports** | **III. Monitoring Student Progress of Fundamental Understandings** |
| *The lesson/unit aligns with the conceptual shifts:*   * **Targets grade-level KAS Social Studies Standard(s)** that support students in learning the fundamental understandings of social studies. * **Craft questions that spark and sustain inquiry:** Students have the opportunity both individually and collaboratively to construct compelling and supporting questions to initiate and sustain an inquiry. * **Cultivate and nurture collaborative civic spaces:** Students work collaboratively when engaging in disciplinary content to develop, examine and apply civic principles to a range of audiences in order to address problems and communicate conclusions. * **Integrate content and skills purposefully:** The lesson/unit thoughtfully introduces appropriate and relevant content for students to ground their inquiries and build disciplinary skills and conceptual knowledge. * **Promote literacy practices and outcomes:** The lesson/unit includes text(s) that match the grade-level text complexity band and are of sufficient quality and scope for the stated purpose. * **Provide tangible opportunities for taking informed action:** Students, where curricularly appropriate, have the opportunity to culminate their academic inquiries through informed action.   ***A unit or longer lesson should:***   * Build disciplinary knowledge in all four disciplinary concepts, where appropriate (civic mindedness, economic decision-making, geographic reasoning and historical thinking). * Employ students as empowered active learners, fostering independent questioning and skills to both successfully answer and act on social studies issues. * Balance the unit of study using both local and **Kentucky** perspectives while presenting or contrasting this within a **global** context. * Integrate **21st Century skills** (creativity and innovation, critical thinking and problem solving communication and collaboration) | *The lesson/unit is responsive to varied student learning needs:*   * Cultivates student interest and engagement in reading, writing and speaking and listening about social studies topics. * Addresses instructional expectations and is easy to understand and use. * Integrates the Practice(s) of the Inquiry Cycle, as curricularly appropriate. * Provides **all** students with multiple opportunities to engage with text (primary and secondary), artifacts and content through technology of the appropriate complexity for the grade level. * Focuses on challenging sections of text(s) and complex concepts and engages students in a productive struggle using appropriate scaffolding and other supports that build toward independent understanding. * Integrates appropriate supports in reading, writing, listening and speaking for students who are ELL, have disabilities, or read well below the grade level text band. * Provides extensions for students who demonstrate a need for further independent study. * Incorporates resources containing multiple perspectives in order to provide a fair and balanced viewpoint.   ***A unit or longer lesson should:***   * Include a progression of learning where concepts and skills advance and deepen over time (may be more applicable across the year or several units). * Gradually remove supports, requiring students to demonstrate their independent capacities (may be more applicable across the year or several units). * Use technology and media to deepen learning of content and effective communication to demonstrate evidence of learning. * (Grades K-5) Integrate targeted instruction in all aspects of foundational reading and writing. | *The lesson/unit supports and regularly assesses whether students are mastering the underlying concepts and skills of the Disciplinary Core Concepts:*   * Elicits direct, observable evidence of the degree to which a student can independently demonstrate the major targeted grade-level KAS Social Studies Standard(s). * Intentionally highlight the fundamental understandings for students, allowing them to chart progress of skills. * Formative assessments that measure progress of fundamental understandings are embedded throughout instruction, focus on learning target(s) and engage students in self-reflection. * Assesses student proficiency using methods that are unbiased and accessible to all students. * Includes aligned rubrics or assessment characteristics and guidelines that provide sufficient characteristic-based evidence for interpreting student performance.   ***A unit or longer lesson should:***   * Use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures. |
| **Dimension I: Rating: 3 2 1 0** | **Dimension II: Rating: 3 2 1 0** | **Dimension III: Rating: 3 2 1 0** |
| **Specific Evidence and Suggestions Dimension I** | **Specific Evidence and Suggestions Dimension II** | **Specific Evidence and Suggestions Dimension III** |
|  |  |  |
| **TOTAL HOLISTIC SCORE: 9 POSSIBLE** |  |  |

**Directions:** The Rubric provides characteristics to determine the quality and alignment of lessons and units to the Kentucky Academic Standards in Social Studies in order to: (1) Identify exemplars/ models for teachers’ use within and across the state; (2) provide constructive characteristic-based feedback to developers; and (3) review existing instructional materials to determine what revisions are needed.

**Step 1 – Review Materials**

* Record the grade and title of the lesson/unit on the recording form.
* Scan to see what the lesson/unit contains and how it is organized.
* Read key materials related to instruction, assessment and teacher guidance.
* Study and measure the text(s) and content that serves as the centerpiece for the lesson/unit, analyzing text complexity, rigor, scope, and relevance to instruction.

**Step 2 – Apply Characteristics in Dimension I: Alignment to the Key Shifts in KAS Social Studies Standards**

* Identify the grade-level KAS Social Studies Standard(s) that the lesson/unit targets.
* Closely examine the materials through the “lens” of each characteristic.
* Individually check each characteristic for which clear and substantial evidence is found.
* Identify and record input on specific improvements that might be made to meet characteristics or strengthen alignment.
* Enter your rating 0 – 3 for Dimension I

*Note: Dimension I is non-negotiable. In order for the review to continue, a rating of 2 or 3 is required. If the review is discontinued, consider general feedback that might be given to developers/teachers regarding next steps.*

**Step 3 – Apply Characteristics in Dimensions II – III**

* Closely examine the lesson/unit through the “lens” of each characteristic.
* Record comments on characteristics met, improvements needed and then rate 0 – 3.

*When working in a group, individuals may choose to compare ratings after each dimension or delay conversation until each person has rated and recorded their input for the remaining Dimensions II – III*.

**Step 4 – Apply an Overall Rating and Provide Summary Comments**

* Review ratings for Dimensions I – III adding/clarifying comments as needed.
* Write summary comments for your overall rating on your recording sheet.
* Total dimension ratings and record overall rating E, E/I, R, N – adjust as necessary.

*If working in a group, individuals should record their overall rating prior to conversation*.

**Step 5 – Compare Overall Ratings and Determine Next Steps**

*Note the evidence cited to arrive at final ratings, summary comments and similarities and differences among raters. Recommend next steps for the lesson/unit and provide recommendations for improvement and/or ratings to developers/teachers.*

**Rating Scales**

*Note: Rating for Dimension I: Alignment is non-negotiable and requires a rating of 2 or 3. If rating is 0 or 1, then the review does not continue.*

**Rating Scale for Dimensions I, II, III:**

3: Meets most to all of the characteristics in the dimension

2: Meets many of the characteristics in the dimension

1: Meets some of the characteristics in the dimension

0: Does not meet the characteristics in the dimension

**Descriptors for Dimensions I, II, III:**

**3: Exemplifies KAS Alignment** – meets the standard described by characteristics in the dimension, as explained in

characteristic-based observations.

**2: Approaching KAS Alignment** – meets many characteristics but will benefit from revision in others, as suggested in

characteristic-based observations.

**1: Developing toward KAS Alignment** – needs significant revision, as suggested in characteristic-based

observations.

**0: Not representing KAS Alignment** – does not address the characteristics in the dimension.

**Overall Rating for the Lesson/Unit:**

**E: Exemplar** – Aligned and meets most to all of the characteristics in dimensions I, II, III (**total 8-9**)

**E/I: Exemplar if Improved** – Aligned and needs some improvement in one or more dimensions **(total 6-7)**

**R: Revision Needed** – Aligned partially and needs significant revision in one or more dimensions **(total 3- 5)**

**N: Not Ready to Review** – Not aligned and does not meet characteristics **(total 0 – 2)**

**Descriptors for Overall Rating:**

**E: Exemplifies KAS Alignment** – Aligned and exemplifies the quality standard and exemplifies most of the characteristics across Dimensions II, III of the rubric.

**E/I: Approaching KAS Alignment** – Aligned and exemplifies the quality standard in some dimensions but will benefit from some revision in

others.

**R: Developing toward KAS Alignment** – Aligned partially and approaches the quality standard in some dimensions and needs significant revision

in others.

**N: Not representing KAS Alignment** – Not aligned and does not address characteristics.