

# Oregon Instructional Material Evaluation Tool (OR-IMET) Summary

## Social Sciences (2026-2033)

### Overall Rating

Publisher:	McGraw Hill
Title:	Wonders/Maravillas
Publishing Date:	2020
Category:	K-2
Review Date:	26-Jan-26

Legal Requirements	Yes
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Part 1: Oregon Social Science Baseline Criteria [K-HS]	Rating
Criterion 1.1 Alignment to Standards	1: Partially meets expectations
Criterion 1.2 Scope and Sequence	2: Meets expectations
Criterion 1.3 Practice and Skills	1: Partially meets expectations

Part 2: Equitable Student Engagement and Cultural Pedagogy Criteria [K-HS]	Rating
Criterion 2.1 Engagement & Motivation	1: Partially meets expectations
Criterion 2.2 Culturally Responsive Instructional Support	1: Partially meets expectations

Part 3: Technical Usability Criteria [K-HS]	Rating
Criterion 3.1 Supports for Teachers	2: Meets expectations
Criterion 3.2 Supports for Students	1: Partially meets expectations
Criterion 3.3 Digital Learning Design Elements*	1: Partially meets expectations

Part 4: Assessment Criteria [K-HS]	Rating
Criterion 4.1 Formative Assessment Process	2: Meets expectations
Criterion 4.2 Performance Assessments	1: Partially meets expectations
Criterion 4.3 Integrated Assessment System*	

Overall Rating	MEETS
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*\*This criterion is not required. Quality indicators are provided for evaluation if digital*

Part 1: Oregon Social Science Baseline Criteria [K-HS]

1.1: Alignment to Standards

Materials incorporate the majority of grade-level content standards that promote rigor and depth of learning

Metric	Score	2 points	1 point
<p><b>Metric 1: COMPREHENSIVE</b></p> <p>Materials address a significant majority of the grade content standards.</p>	<p>2: Meets expectations</p>	<p>Materials include <b>comprehensive coverage of SUBMITTED domains</b> throughout the grades:</p> <ul style="list-style-type: none"> <li>- Civics</li> <li>- Geography</li> <li>- Economics</li> <li>- History</li> </ul> <p><b>AND</b></p> <p>Materials incorporate <b>3-4 domain concepts</b> within each area:</p> <ul style="list-style-type: none"> <li>- <b>Civics:</b> Political Institutions, Identity/Roles/Responsibilities, Democratic Principles, Civic Engagement</li> <li>- <b>Geography:</b> Geographic Reasoning, Migration/Movement, Human Interaction/Interconnections, Human Environmental Interaction</li> <li>- <b>Economics:</b> Earning/Saving/Spending, Micro/Macro Economics, Incentives/Choice/Consumer Behavior, Specialization/Trade/Interdependence</li> <li>- <b>History:</b> Continuity/Change, Conflict/Cooperation, Cause/Effect, Communities/Pluralism</li> </ul>	<p>Materials include <b>basic coverage of SUBMITTED domains</b> throughout the grades:</p> <ul style="list-style-type: none"> <li>- Civics</li> <li>- Geography</li> <li>- Economics</li> <li>- History</li> </ul> <p><b>AND</b></p> <p>Materials incorporate <b>2 domain concepts</b> within each area:</p> <ul style="list-style-type: none"> <li>- <b>Civics:</b> Political Institutions, Identity/Roles/Responsibilities, Democratic Principles, Civic Engagement</li> <li>- <b>Geography:</b> Geographic Reasoning, Migration/Movement, Human Interaction/Interconnections, Human Environmental Interaction</li> <li>- <b>Economics:</b> Earning/Saving/Spending, Micro/Macro Economics, Incentives/Choice/Consumer Behavior, Specialization/Trade/Interdependence</li> <li>- <b>History:</b> Continuity/Change, Conflict/Cooperation, Cause/Effect, Communities/Pluralism</li> </ul>

<p><b>Metric 2: DEPTH OF CONTENT</b></p> <p>Materials encourage a deep understanding of Domain Concepts. Materials encourage student engagement with complex texts, problems, or scenarios that require critical thinking and analytical skills aligned with grade-level expectations.</p>	<p>1: Partially meets expectations</p>	<p>Materials provide <b>coverage of key concepts in SUBMITTED domains</b> through:</p> <ul style="list-style-type: none"> <li>- <b>Civics:</b> Analysis of political systems, power structures, civic participation, and democratic processes</li> <li>- <b>Geography:</b> Examination of spatial patterns, human-environment interactions, and global interconnections</li> <li>- <b>Economics:</b> Investigation of economic systems, decision-making, resource allocation, and interdependence</li> <li>- <b>History:</b> Analysis of change over time, causation, and multiple perspectives</li> </ul>	<p>Materials provide coverage of key concepts in submitted domains <b>but lack depth in some areas:</b></p> <ul style="list-style-type: none"> <li>- <b>Civics:</b> Analysis of political systems, power structures, civic participation, and democratic processes</li> <li>- <b>Geography:</b> Examination of spatial patterns, human-environment interactions, and global interconnections</li> <li>- <b>Economics:</b> Investigation of economic systems, decision-making, resource allocation, and interdependence</li> <li>- <b>History:</b> Analysis of change over time, causation, and multiple perspectives</li> </ul>
<p><b>Metric 3: SOCIAL SCIENCE PRACTICES</b></p> <p>Materials seamlessly integrate the Essential Disciplinary Practices through regular and authentic engagement opportunities. Students have multiple relevant opportunities to apply learned content and skills demonstrating the interconnectedness of the standards.</p>	<p>1: Partially meets expectations</p>	<p>Materials include practice opportunities <b>integrating 7-10</b> Essential Disciplinary Practices throughout instruction:</p> <ul style="list-style-type: none"> <li>- Developing questions for social science inquiry</li> <li>- Using chronological thinking skills</li> <li>- Collecting/interpreting/evaluating sources</li> <li>- Seeking diverse perspectives</li> <li>- Evaluating discrimination and inequality</li> <li>- Constructing evidence-based arguments</li> <li>- Cultivating global awareness</li> <li>- Demonstrating empathy</li> <li>- Analyzing digital/social media</li> <li>- Taking informed civic action</li> </ul>	<p>Materials include practice opportunities <b>integrating 3-6</b> Essential Disciplinary Practices throughout instruction:</p> <ul style="list-style-type: none"> <li>- Developing questions for social science inquiry</li> <li>- Using chronological thinking skills</li> <li>- Collecting/interpreting/evaluating sources</li> <li>- Seeking diverse perspectives</li> <li>- Evaluating discrimination and inequality</li> <li>- Constructing evidence-based arguments</li> <li>- Cultivating global awareness</li> <li>- Demonstrating empathy</li> <li>- Analyzing digital/social media</li> <li>- Taking informed civic action</li> </ul>

<p><b>Metric 4: RIGOROUS LEARNING</b></p> <p>Tasks and assignments are appropriately aligned with grade-level expectations and require students to apply higher-order thinking skills.</p>	<p>2: Meets expectations</p>	<p>Tasks and assignments <b>meet 5</b> of the following:</p> <ul style="list-style-type: none"> <li>- Align tasks with grade-level standards and attempt connections to prior knowledge</li> <li>- Require intellectual effort through cognitively challenging tasks</li> <li>- Allow for different approaches to problem-solving and learning</li> <li>- Include both guided and independent practice</li> <li>- Provide basic scaffolding that maintains rigor</li> <li>- Offer differentiation options for diverse learners</li> <li>- Build toward culminating tasks with skill integration</li> </ul>	<p>Tasks and assignments <b>meet 3</b> of the following:</p> <ul style="list-style-type: none"> <li>- Align tasks with grade-level standards and attempt connections to prior knowledge</li> <li>- Require intellectual effort through cognitively challenging tasks</li> <li>- Allow for different approaches to problem-solving and learning</li> <li>- Include both guided and independent practice</li> <li>- Provide basic scaffolding that maintains rigor</li> <li>- Offer differentiation options for diverse learners</li> <li>- Build toward culminating tasks with skill integration</li> </ul>
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Meets Expectations (7-8 points)	Partially Meets Expectations (5-6 points)	Does Not Meet Expectations (0-4 points)
<b>Rating for 1.1: Alignment to Standards</b>		
Point Total:	6	
Criterion Score	1: Partially meets expectations	
<b>Final Comments for 1.1: Alignment to Standards</b>		



0 points	Comments
<p>Materials <b>do not address grade content standards</b> in:</p> <ul style="list-style-type: none"><li>- Civics</li><li>- Geography</li><li>- Economics</li><li>- History</li></ul> <p><b>OR</b></p> <p>Materials address domain concepts <b>superficially or incompletely.</b></p>	<p><b>In Kinder, Wonders/Maravillas scores a 2.</b> To clarify, there is only lacking coverage in part of the Geography Migration/Movement standards, specifically K.G.MM.4. This standard covers identifying the migration stories of people to and within the local community/neighborhood (from other countries, from other states, from other towns.) There is a text that talks about a family moving. Even so, this would meet according to the scoring rules.</p> <p><b>In 1st Grade, Wonders/Maravillas scores a 2.</b></p> <p><b>In 2nd Grade, Wonders/Maravillas scores a 2.</b></p>

<p>Materials provide <b>little coverage</b> of key concepts across domains.</p> <p>OR</p> <p>Materials <b>lack support</b> for analysis through sources, multiple viewpoints, applications, or connections.</p>	<p><b>In Kinder, Wonders/Maravillas scored a 1.</b> To clarify, K.H.CC.2 is covered but not in depth specifically around unfairness or injustice towards individuals or groups, and the changemakers working for a better world. Also, K.H.CP.4 there is lack of depth around comparing traditions and celebrations of people with different cultural backgrounds within a community. These are areas that could be expanded on more with supplemental materials.</p> <p><b>In 1st Grade, Wonders/Maravillas scored a 1,</b> the Migration and Movement 1.G.MM.4 could go deeper and could benefit from supplemental material.</p> <p><b>In 2nd Grade, Wonders/Maravillas scored a 1.</b></p>
<p>Materials include practice opportunities <b>integrating less than 3</b> Essential Disciplinary Practices throughout instruction:</p> <ul style="list-style-type: none"> <li>- Developing questions for social science inquiry</li> <li>- Using chronological thinking skills</li> <li>- Collecting/interpreting/evaluating sources</li> <li>- Seeking diverse perspectives</li> <li>- Evaluating discrimination and inequality</li> <li>- Constructing evidence-based arguments</li> <li>- Cultivating global awareness</li> <li>- Demonstrating empathy</li> <li>- Analyzing digital/social media</li> <li>- Taking informed civic action</li> </ul>	<p>EDP 5, 6, 7, and 9 are difficult to cover in K-2.</p>

**Tasks and assignments are limited to:**

- Simple recall activities
- Basic skill practice
- Single-approach problems
- Teacher-directed activities
- Basic worksheets
- Simple assessment tasks
- None of the above

Part 1: Oregon Social Science Baseline Criteria [K-HS]

1.2: Scope and Sequence

Materials are grounded in the standards and present a clear pathway for educators to address the content and skills in a coherent

Metric	Score	2 points	1 point
<p><b>Metric 1: COHERENT DESIGN</b></p> <p>Materials are organized in a sequence that builds on prior knowledge and increases in complexity throughout the course or grade level. The sequence aligns with the natural progression of concepts and skills outlined in the standards.</p>	<p>2: Meets expectations</p>	<p>Materials demonstrate coherent organization including <b>at least 4 of the following:</b></p> <ul style="list-style-type: none"> <li>- Clear learning progressions that connect prior knowledge to new concepts across units</li> <li>- Systematic increase in content complexity from concrete to abstract thinking</li> <li>- Logical flow of units and lessons that build foundational understanding before complex applications</li> <li>- Strategic placement of review opportunities and connections across domains</li> <li>- Developmentally appropriate pacing and transitions that support cumulative learning</li> </ul>	<p>Materials demonstrate coherent organization but <b>may have gaps including 2-3 of the following:</b></p> <ul style="list-style-type: none"> <li>- Clear learning progressions that connect prior knowledge to new concepts across units</li> <li>- Systematic increase in content complexity from concrete to abstract thinking</li> <li>- Logical flow of units and lessons that build foundational understanding before complex applications</li> <li>- Strategic placement of review opportunities and connections across domains</li> <li>- Developmentally appropriate pacing and transitions that support cumulative learning</li> </ul>
<p><b>Metric 2: CONNECTIONS TO STANDARDS</b></p> <p>Units or lessons clearly indicate how they connect to previous and future learning. Materials provide transparency in how the sequence aligns with and supports the full range of grade-level standards over time.</p>	<p>1: Partially meets expectations</p>	<p>Materials demonstrate clear and comprehensive connections to previous learning with <b>at least 3 of the following:</b></p> <ul style="list-style-type: none"> <li>- References to specific prior knowledge and skills from previous units</li> <li>- Preview of future learning applications and connections</li> <li>- Clear learning progressions visible to both teachers and students through overviews and visual maps</li> <li>- Regular opportunities to activate and reflect on learning connections</li> </ul>	<p>Materials include <b>inconsistent connections</b> to previous learning but with <b>2 of the following:</b></p> <ul style="list-style-type: none"> <li>- References to specific prior knowledge and skills from previous units</li> <li>- Preview of future learning applications and connections</li> <li>- Clear learning progressions visible to both teachers and students through overviews and visual maps</li> <li>- Regular opportunities to activate and reflect on learning connections</li> </ul>

<p><b>Metric 3: FLEXIBILITY</b></p> <p>Materials offer guidance for adapting instruction to different timeframes, learning environments, and/or student needs while maintaining the overall coherence of the sequence. Resources include strategies for addressing prerequisite knowledge or skill gaps and guidance on prioritizing content when necessary.</p>	<p>2: Meets expectations</p>	<p>Materials provide <b>comprehensive and clear guidance for adapting instruction</b> through:</p> <ul style="list-style-type: none"> <li>- Options for pacing and scheduling across different learning environments</li> <li>- Strategies for addressing diverse learner needs and prerequisite skills</li> <li>- Protocols for maintaining coherence when making adaptations</li> <li>- Specific guidance for prioritizing essential content and skills</li> </ul>	<p>Materials provide <b>limited options and guidance</b> for adapting instruction through:</p> <ul style="list-style-type: none"> <li>- Options for pacing and scheduling across different learning environments</li> <li>- Strategies for addressing diverse learner needs and prerequisite skills</li> <li>- Protocols for maintaining coherence when making adaptations</li> <li>- Specific guidance for prioritizing essential content and skills</li> </ul>
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**Meets Expectations (5-6 points)   Partially Meets Expectations (3-4 points)   Does Not Meet Expectations (0-2 points)**  
**PROGRAMS THAT SCORE 0 ON A GIVEN METRIC WILL RECEIVE A CRITERION SCORE OF 0.**

Rating for 1.2: Scope and Sequence	
Point Total:	5
Criterion Score	2: Meets expectations
Final Comments for 1.2: Scope and Sequence	



**t sequence**

<b>0 points</b>	<b>Comments</b>
<p>Materials lack coherent organization <b>mostly absent of the following:</b></p> <ul style="list-style-type: none"><li>- Clear learning progressions that connect prior knowledge to new concepts across units</li><li>- Systematic increase in content complexity from concrete to abstract thinking</li><li>- Logical flow of units and lessons that build foundational understanding before complex applications</li><li>- Strategic placement of review opportunities and connections across domains</li><li>- Developmentally appropriate pacing and transitions that support cumulative learning</li></ul>	
<p>Materials make minimal or unclear connections <b>mostly absent of the following:</b></p> <ul style="list-style-type: none"><li>- References to specific prior knowledge and skills from previous units</li><li>- Preview of future learning applications and connections</li><li>- Clear learning progressions visible to both teachers and students through overviews and visual maps</li><li>- Regular opportunities to activate and reflect on learning connections</li></ul>	<p>Does not fully make connections with:</p> <ul style="list-style-type: none"><li>- Preview of future learning applications and connections</li><li>- Clear learning progressions visible to both teachers and students through overviews and visual maps</li></ul>

Materials provide **minimal guidance** for adapting instruction through:

- Options for pacing and scheduling across different learning environments
- Strategies for addressing diverse learner needs and prerequisite skills
- Protocols for maintaining coherence when making adaptations
- Specific guidance for prioritizing essential content and skills

Part 1: Oregon Baseline Criteria [K-HS]

1.3: Practice and Skills

Materials align with Oregon’s Essential Disciplinary Practices for social science practices.

Metric	Score	2 points	1 point
<p><b>Metric 1: INQUIRY AND ANALYSIS</b></p> <p>Materials are organized to provide consistent opportunities for sustained inquiry through questioning, reflection, and analysis of diverse, strategically sequenced sources. Students are encouraged to generate and explore their own questions and understandings.</p>	2: Meets expectations	<p>Materials consistently provide comprehensive opportunities for inquiry and analysis through <b>at least 3 of the following:</b></p> <ul style="list-style-type: none"> <li>- Protocols for student questions and investigations</li> <li>- Sources that include multiple perspectives and types</li> <li>- Scaffolded supports that build toward independent inquiry skills</li> <li>- Opportunities for reflection and refinement throughout the inquiry process</li> </ul>	<p>Materials consistently provide comprehensive opportunities for inquiry and analysis through <b>at least 2 of the following:</b></p> <ul style="list-style-type: none"> <li>- Protocols for student questions and investigations</li> <li>- Sources that include multiple perspectives and types</li> <li>- Scaffolded supports that build toward independent inquiry skills</li> <li>- Opportunities for reflection and refinement throughout the inquiry process</li> </ul>
<p><b>Metric 2: DISCIPLINARY THINKING, LITERACY, AND COMMUNICATION</b></p> <p>Materials offer regular and varied opportunities for students to engage in discipline-specific thinking, reading, writing, listening, speaking, and analyzing. Materials mirror the practices of social science scholars and include various types of sources.</p>	2: Meets expectations	<p>Materials engage students in disciplinary practices through <b>at least 3 of the following:</b></p> <ul style="list-style-type: none"> <li>- Protocols for analyzing texts, maps, and sources</li> <li>- Opportunities for discussion and writing</li> <li>- Practice with creating visual representations</li> <li>- Introduction to historical thinking skills</li> </ul>	<p>Materials engage students in disciplinary practices through <b>at least 2 of the following:</b></p> <ul style="list-style-type: none"> <li>- Protocols for analyzing texts, maps, and sources</li> <li>- Opportunities for discussion and writing</li> <li>- Practice with creating visual representations</li> <li>- Introduction to historical thinking skills</li> </ul>
<p><b>Metric 3: EVIDENCE-BASED REASONING &amp; ARGUMENTATION</b></p> <p>Materials provide diverse opportunities for students to engage in evidence-based reasoning and discourse, critically evaluate and use evidence from sources, and construct well-supported arguments and conclusions.</p>	1: Partially meets expectations	<p>Materials engage students in evidence-based work through <b>3-4 of the following:</b></p> <ul style="list-style-type: none"> <li>- Strategies for analyzing evidence and determining reliability</li> <li>- Structured opportunities to connect evidence to claims</li> <li>- Protocols for developing and organizing arguments</li> <li>- Practice in evidence-based discourse and respectful disagreement</li> </ul>	<p>Materials engage students in evidence-based work through <b>at least 2 of the following:</b></p> <ul style="list-style-type: none"> <li>- Strategies for analyzing evidence and determining reliability</li> <li>- Structured opportunities to connect evidence to claims</li> <li>- Protocols for developing and organizing arguments</li> <li>- Practice in evidence-based discourse and respectful disagreement</li> </ul>

<p><b>Metric 4: APPLICATION &amp; CIVIC ENGAGEMENT</b></p> <p>The instructional materials foster students' ability to connect their learning to real-world contexts and participate in civic life. They provide opportunities for students to apply their knowledge and skills to address authentic issues at various levels of society, from local to global, while offering educators the necessary resources to guide this process.</p>	<p>1: Partially meets expectations</p>	<p><b>Materials connect learning to real-world connections through 3-4 of the following :</b></p> <ul style="list-style-type: none"> <li>- Connections between content and students' lives at multiple civic levels (e.g., classroom/school for younger students, community/state/national for older students)</li> <li>- Opportunities for authentic civic engagement and problem-solving (classroom discussions to community action projects)</li> <li>- Pathways for student voice and community action.</li> <li>- Guidance for teachers in facilitating civic learning, (e.g. discussion strategies and engagement techniques).</li> </ul>	<p><b>Materials include real-world connections through at least 2 of the following:</b></p> <ul style="list-style-type: none"> <li>- Connections between content and students' lives at multiple civic levels (e.g., classroom/school for younger students, community/state/national for older students)</li> <li>- Opportunities for authentic civic engagement and problem-solving (classroom discussions to community action projects)</li> <li>- Pathways for student voice and community action.</li> <li>- Guidance for teachers in facilitating civic learning, (e.g. discussion strategies and engagement techniques).</li> </ul>
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**Meets Expectations (7-8 points)    Partially Meets Expectations (5-6 points)    Does Not Meet Expectations (0-4 points)**  
**PROGRAMS THAT SCORE 0 ON A GIVEN METRIC WILL RECEIVE A CRITERION SCORE OF 0.**

<b>Rating for 1.3: Practice and Skills</b>	
Point Total:	6
Criterion Score	1: Partially meets expectations
<b>Final Comments for 1.3: Practice and Skills</b>	



0 points	Comments
<p>Materials provide <b>minimal</b> opportunities for inquiry and analysis with <b>1 or 0 of the following</b>:</p> <ul style="list-style-type: none"><li>- Protocols for student questions and investigations</li><li>- Sources that include multiple perspectives and types</li><li>- Scaffolded supports that build toward independent inquiry skills</li><li>- Opportunities for reflection and refinement throughout the inquiry process</li></ul>	
<p>Materials engage students in disciplinary practices through <b>1 or 0 of the following</b>:</p> <ul style="list-style-type: none"><li>- Protocols for analyzing texts, maps, and sources</li><li>- Opportunities for discussion and writing</li><li>- Practice with creating visual representations</li><li>- Introduction to historical thinking skills</li></ul>	<p>- Introduction to historical thinking skills could be stronger.</p>
<p>Materials provide <b>minimal</b> evidence work through <b>1 or 0 of the following</b>:</p> <ul style="list-style-type: none"><li>- Strategies for analyzing evidence and determining reliability</li><li>- Structured opportunities to connect evidence to claims</li><li>- Protocols for developing and organizing arguments</li><li>- Practice in evidence-based discourse and respectful disagreement</li></ul>	<p>Limited opportunities for students to engage in evidence based discourse including respectful disagreement.</p>

**Materials provide minimal real-world connections through 1 or 0 of the following:**

- Connections between content and students' lives at multiple civic levels (e.g., classroom/school for younger students, community/state/national for older students)
- Opportunities for authentic civic engagement and problem-solving (classroom discussions to community action projects)
- Pathways for student voice and community action.
- Guidance for teachers in facilitating civic learning, (e.g. discussion strategies and engagement techniques).

- Guidance for teachers in facilitating civic learning, (e.g. discussion strategies and engagement techniques). could be stronger

Part 2: Equitable Student Engagement and Cultural Pedagogy Criteria [K-HS]

2.1: Engagement & Motivation

Materials give opportunities for rigorous, student-driven learning. Materials provide opportunities to connect to relevant topics, provide authentic contexts and experiences, and address students' ideas, interests, and values.

Metric	Score	2 points	1 point
<p><b>Metric 1: RELEVANCE</b></p> <p>Materials include culturally relevant and diverse historical and civic contexts with connection to experience, family history, and community. Materials support connecting historical concepts to current societal contexts.</p>	<p>1: Partially meets expectations</p>	<p>Materials meet <b>BOTH</b> of the following:</p> <ul style="list-style-type: none"> <li>- Materials include opportunities to examine historical events and civic concepts through diverse cultural perspectives that reflect a variety of student interests, identities, cultures, and communities.</li> <li>- Materials offer opportunities for students to connect their personal experiences to historical events or civic engagement.</li> </ul>	<p>Materials meet <b>ONE</b> of the following:</p> <ul style="list-style-type: none"> <li>- Materials include opportunities to examine historical events and civic concepts through diverse cultural perspectives that reflect a variety of student interests, identities, cultures, and communities.</li> <li>- Materials offer opportunities for students to connect their personal experiences to historical events or civic engagement.</li> </ul>
<p><b>Metric 2: STUDENT AGENCY AND CHOICE</b></p> <p>Materials offer multiple pathways for investigation and expression, allowing students to pursue individual interests while meeting learning objectives. Students have opportunities to make meaningful choices about their learning process and demonstration of understanding. May include grouping strategies such as whole group, small group, and individual instruction</p>	<p>1: Partially meets expectations</p>	<p>Materials meet <b>BOTH</b> of the following:</p> <ul style="list-style-type: none"> <li>- Materials provide opportunities for teachers to use grouping strategies, with flexibility for supporting different types of historical inquiry or civic discourse.</li> <li>- Materials offer student choice in research approaches or presentation formats, with options for collaboration or self-directed investigation of social science content.</li> </ul>	<p>Materials meet <b>ONE</b> of the following:</p> <ul style="list-style-type: none"> <li>- Materials provide opportunities for teachers to use grouping strategies, with flexibility for supporting different types of historical inquiry or civic discourse.</li> <li>- Materials offer student choice in research approaches or presentation formats, with options for collaboration or self-directed investigation of social science content.</li> </ul>

<p><b>Metric 3: ADAPTABILITY AND EXTENSION</b></p> <p>Materials include adaptation strategies to differentiate learning for all students. Examples may include extensions to build on prior learning or scaffolds to support students in reaching grade-level content.</p>	<p>1: Partially meets expectations</p>	<p>Materials meet <b>BOTH</b> of the following:</p> <ul style="list-style-type: none"> <li>-Materials include instructional strategies for supporting incomplete learning of foundational social science concepts from prior grade-levels to support students as they work toward independence.</li> <li>-Materials include extensions for students who are ready to deepen their understanding of grade-level social science content.</li> </ul>	<p>Materials meet <b>ONE</b> of the following:</p> <ul style="list-style-type: none"> <li>-Materials include instructional strategies for supporting incomplete learning of foundational social science concepts from prior grade-levels to support students as they work toward independence.</li> <li>-Materials include extensions for students who are ready to deepen their understanding of grade-level social science content.</li> </ul>
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Meets Expectations (5-6 points)   Partially Meets Expectations (3-4 points)   Does Not Meet Expectations (0-2 points)  
**PROGRAMS THAT SCORE 0 ON A GIVEN METRIC WILL RECEIVE A CRITERION SCORE OF 0.**

Rating for 2.1: Engagement & Motivation	
Point Total:	3
Criterion Score	1: Partially meets expectations
Final Comments for 2.1: Engagement & Motivation	



periences, and allow students to explore

0 points	Comments
<p>Materials provide <b>few or no opportunities</b> for students to <b>connect personal experiences</b> or community contexts to social science content.</p>	<p>In Kinder the lack of depth around diverse perspectives as noted in 1.1 Alignment, this scores a 1 and could be a place where supplemental materials offer further depth and opportunity.</p>
<p>Materials predominantly rely on whole-class instruction with few opportunities for group or individual exploration.</p> <p>Materials present fixed pathways for historical analysis or civic learning with minimal choice in research methods or expression of understanding.</p>	

Materials provide **minimal or no strategies** for addressing gaps in prior social science knowledge or skills.

Does not meet the following criteria-Materials include instructional strategies for supporting incomplete learning of foundational social science concepts from prior grade-levels to support students as they work toward independence. -- lacking

Part 2: Equitable Student Engagement and Cultural Pedagogy Criteria [K-HS]

2.2: Culturally Responsive Instructional Support

Materials provide equitable inclusion and representation of diverse perspectives and experiences.

Metric	Score	2 points	1 point
<p><b>Metric 1: REPRESENTATION IN CONTENT</b></p> <p>Materials include a wide range of histories, contributions, and perspectives across various aspects of identity, including race, ethnicity, gender, sexual orientation, ability, socioeconomic status, geographic origin, and religion. Representations are multifaceted, avoiding stereotypes and reflecting both historical and contemporary contexts.</p>	<p>1: Partially meets expectations</p>	<p>Materials meet the following:</p> <p>The materials include texts, images, and assignments that recognize and leverage contributions from diverse cultures that allow students to connect their everyday experiences. <b>Including multifaceted representations.</b></p>	<p>Materials meet the following:</p> <p>The materials include texts, images, and assignments that recognize and leverage contributions from diverse cultures that allow students to connect their everyday experiences. <b>Representations may be limited or superficial.</b></p>
<p><b>Metric 2: MULTIPLE PERSPECTIVES</b></p> <p>The materials integrate multiple perspectives on historical and contemporary issues, encouraging students to consider global perspectives and international issues, and fostering students' understanding of the interconnected nature of our world. Materials promote critical thinking about diversity, equity, and inclusion as integral parts of the subject matter.</p>	<p>1: Partially meets expectations</p>	<p>Materials <b>consistently integrate diverse perspectives</b> through <b>3-4 of the following</b>:</p> <ul style="list-style-type: none"> <li>-Variety of viewpoints from different cultural, social, and geographic contexts</li> <li>-Examination of historical events from multiple angles</li> <li>-Inclusion of traditionally underrepresented voices</li> <li>-Connections between local, national, and global perspectives</li> </ul>	<p>Materials include <b>basic</b> diverse perspectives throughout <b>least 2 of the following</b>:</p> <ul style="list-style-type: none"> <li>-Variety of viewpoints from different cultural, social, and geographic contexts</li> <li>-Examination of historical events from multiple angles</li> <li>-Inclusion of traditionally underrepresented voices</li> <li>-Connections between local, national, and global perspectives</li> </ul>

<p><b>Metric 3: ASSET-BASED</b></p> <p>Materials empower educators to identify, value, and leverage students' funds of knowledge from their homes and communities as resources.</p>	<p>1: Partially meets expectations</p>	<p>Materials <b>consistently support</b> an asset-based approach through <b>3-4 of the following</b>:</p> <ul style="list-style-type: none"> <li>- Guidance for connecting content to students' cultural and community knowledge</li> <li>- Strategies for incorporating students' lived experiences into learning</li> <li>- Opportunities for students to share and build upon family and community wisdom</li> <li>- Activities that position students' backgrounds as valuable learning resources</li> </ul>	<p>Materials include <b>basic</b> asset-based elements through <b>at least 2 of the following</b>:</p> <ul style="list-style-type: none"> <li>- Guidance for connecting content to students' cultural and community knowledge</li> <li>- Strategies for incorporating students' lived experiences into learning</li> <li>- Opportunities for students to share and build upon family and community wisdom</li> <li>- Activities that position students' backgrounds as valuable learning resources</li> </ul>
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**Meets Expectations (5-6 points)   Partially Meets Expectations (3-4 points)   Does Not Meet Expectations (0-2 points)**  
**PROGRAMS THAT SCORE 0 ON A GIVEN METRIC WILL RECEIVE A CRITERION SCORE OF 0.**

<b>Rating for 2.2: Culturally Responsive Instructional Support</b>	
<p>Point Total:</p>	<p align="center">3</p>
<p>Criterion Score</p>	<p align="center">1: Partially meets expectations</p>
<b>Final Comments for 2.2: Culturally Responsive Instructional Support</b>	



0 points	Comments
<p>The materials <b>do not acknowledge the expertise</b> of diverse communities or individuals</p> <p><b>AND</b></p> <p>There is <b>no guidance</b> about connecting the curriculum to students' lives.</p>	<p>Representations may be superficial.</p>
<p>Materials provide <b>minimal</b> perspective integration through <b>1 or 0 of the following</b></p> <ul style="list-style-type: none"><li>-Variety of viewpoints from different cultural, social, and geographic contexts</li><li>-Examination of historical events from multiple angles</li><li>-Inclusion of traditionally underrepresented voices</li><li>-Connections between local, national, and global perspectives</li></ul>	

<p>Materials provide <b>minimal</b> asset-based support through <b>1 or 0 of the following</b>:</p> <ul style="list-style-type: none"><li>- Guidance for connecting content to students' cultural and community knowledge</li><li>- Strategies for incorporating students' lived experiences into learning</li><li>- Opportunities for students to share and build upon family and community wisdom</li><li>- Activities that position students' backgrounds as valuable learning resources</li></ul>	<p>Lack of depth of coverage for:</p> <ul style="list-style-type: none"><li>- Opportunities for students to share and build upon family and community wisdom</li><li>- Activities that position students' backgrounds as valuable learning resources</li></ul>
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Part 3: Technical Usability

3.1: Supports for Teachers

The materials include opportunities for teachers to effectively plan and utilize materials with integrity and to further develop their understandi

Metric	Score	2 points	1 point
<p><b>Metric 1: SUPPORTING GUIDANCE</b></p> <p>Materials include detailed teacher guidance providing clear instructional strategies, lesson plans, and pacing suggestions. Rationale for instructional choices, anticipated student responses or misconceptions, and suggestions for differentiation to support diverse learners.</p>	<p>2: Meets expectations</p>	<p>Materials meet <b>BOTH</b> of the following:</p> <ul style="list-style-type: none"> <li>-Materials provide course or grade-level and unit-level supporting guidance that assist teachers in presenting the student and ancillary materials as intended.</li> <li>-Materials provide supporting guidance within lessons, such as annotations or suggestions, that provide additional information within the context of the specific lesson objectives.</li> </ul>	<p>Materials meet <b>ONE</b> of the following:</p> <ul style="list-style-type: none"> <li>-Materials provide course or grade-level and unit-level supporting guidance that assist teachers in presenting the student and ancillary materials as intended.</li> <li>-Materials provide supporting guidance within lessons, such as annotations or suggestions, that provide additional information within the context of the specific lesson objectives.</li> </ul>
<p><b>Metric 2: PEDAGOGICAL CONTENT KNOWLEDGE</b></p> <p>Resources incorporate embedded professional learning opportunities that enhance educators' content knowledge and pedagogical skills including approaches to underrepresented histories.</p>	<p>2: Meets expectations</p>	<p>Materials meet <b>BOTH</b> of the following:</p> <ul style="list-style-type: none"> <li>-Materials contain adult-level explanations and examples of social science concepts within a given course so that teachers can improve their own knowledge of the subject.</li> <li>-Materials contain adult-level explanations and examples of social science concepts beyond a given course so that teachers can improve their own knowledge of the subject.</li> </ul>	<p>Materials meet <b>ONE</b> of the following:</p> <ul style="list-style-type: none"> <li>-Materials contain adult-level explanations and examples of social science concepts within a given course so that teachers can improve their own knowledge of the subject.</li> <li>-Materials contain adult-level explanations and examples of social science concepts beyond a given course so that teachers can improve their own knowledge of the subject.</li> </ul>
<p><b>Metric 3: HOME CONNECTION</b></p> <p>Materials provide strategies for engaging all partners—including students, families, or caregivers—about the program and suggestions for how they can help support student progress and achievement.</p>	<p>2: Meets expectations</p>	<p>Materials meet <b>BOTH</b> of the following:</p> <ul style="list-style-type: none"> <li>- Materials contain strategies to inform students, parents, and caregivers about the social science concepts presented in a given course.</li> <li>- Materials contain suggestions for how parents and caregivers can help support student progress and achievement.</li> </ul>	<p>Materials meet <b>ONE</b> of the following:</p> <ul style="list-style-type: none"> <li>- Materials contain strategies to inform students, parents, and caregivers about the social science concepts presented in a given course.</li> <li>- Materials contain suggestions for how parents and caregivers can help support student progress and achievement.</li> </ul>

<p><b>Metric 4: CONTENT EDITABILITY</b></p> <p>Materials are designed to allow a teacher to differentiate content and vary modes of communication within lessons, tasks, or other activities for students.</p>	<p>2: Meets expectations</p>	<p>Materials meet <b>BOTH</b> of the following:</p> <ul style="list-style-type: none"> <li>- Materials provide teachers options to edit content to support differentiation within lessons, tasks, and other activities for students.</li> <li>- Materials provide guidance on how to utilize resources to support student communication and integration with technology if an option.</li> </ul>	<p>Materials meet <b>ONE</b> of the following:</p> <ul style="list-style-type: none"> <li>- Materials provide teachers options to edit content to support differentiation within lessons, tasks, and other activities for students.</li> <li>- Materials provide guidance on how to utilize resources to support student communication and integration with technology if an option.</li> </ul>
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**Meets Expectations (7-8 points)   Partially Meets Expectations (4-6 points)   Does Not Meet Expectations (0-3 points)**

**Rating for 3.1: Supports for Teachers**

Point Total:

8

Criterion Score

2: Meets expectations

**Final Comments for 3.1: Supports for Teachers**



**ing of the content.**

<b>0 points</b>	<b>Comments</b>
<p>Materials <b>do not provide</b> course or grade-level and unit-level supporting guidance that assist teachers in presenting the student and ancillary materials as intended.</p> <p><b>AND</b></p> <p>Materials <b>do not provide</b> supporting guidance within lessons, such as annotations or suggestions, that provide additional information within the context of the specific lesson objectives.</p>	
<p>Materials <b>do not contain</b> adult-level explanations and examples of social science concepts within a given course so that teachers can improve their own knowledge of the subject.</p> <p><b>AND</b></p> <p>Materials <b>do not contain</b> adult-level explanations and examples of social science concepts beyond a given course so that teachers can improve their own knowledge of the subject.</p>	
<p>Materials <b>do not contain</b> strategies to inform students, parents, or caregivers about the social science concepts presented in a given course.</p> <p><b>AND</b></p> <p>Materials <b>do not contain</b> suggestions for how parents and caregivers can help support student progress and achievement.</p>	

Materials do not provide teachers options to adapt content to support differentiation within lessons, tasks, and other activities for students.

**AND**

Materials do not provide guidance on how to utilize resources to support student communication and integration with technology if an option.

Part 3: Technical Usability

3.2: Supports for Students

Materials have explicit teacher support with suggestions (routines, strategies, etc.) for how they can meet the needs of individual learners. Support materials include li  
etc.).

Metric	Score	2 points	1 point
<p><b>Metric 1: STRATEGIES FOR SPECIAL POPULATIONS</b></p> <p>Materials provide scaffolds to support students from special populations in their regular and active participation in social science learning (i.e. students who are multilingual, students experiencing disabilities, and/or students identified as TAG).</p>	<p>1: Partially meets expectations</p>	<p>Materials meet <b>BOTH</b> of the following:</p> <ul style="list-style-type: none"> <li>- Materials provide scaffold language support for multilingual students to access grade-level social science education.</li> <li>- Materials provide instructional strategies and learning resources for students in special populations, such as students experiencing disabilities and/or students identified as TAG, to support active participation in grade-level social science education</li> </ul>	<p>Materials meet <b>ONE</b> of the following:</p> <ul style="list-style-type: none"> <li>- Materials provide scaffold language support for multilingual students to access grade-level social science education.</li> <li>- Materials provide instructional strategies and learning resources for students in special populations, such as students experiencing disabilities and/or students identified as TAG, to support active participation in grade-level social science education</li> </ul>
<p><b>Metric 2: Student Differentiation</b></p> <p>Materials provide extensions and/or opportunities for all students to engage with grade-level social science education at varied levels of complexity.</p>	<p>1: Partially meets expectations</p>	<p>Materials meet <b>BOTH</b> of the following:</p> <ul style="list-style-type: none"> <li>- Materials provide opportunities for learners who could benefit from advanced applications of grade-level social science education at a higher level of complexity, rather than simply doing more problems than their classmates.</li> <li>- Materials can be adapted by teachers to reflect relevant topics with different groups of students.</li> </ul>	<p>Materials meet <b>ONE</b> of the following:</p> <ul style="list-style-type: none"> <li>- Materials provide opportunities for learners who could benefit from advanced applications of grade-level social science education at a higher level of complexity, rather than simply doing more problems than their classmates.</li> <li>- Materials can be adapted by teachers to reflect relevant topics with different groups of students.</li> </ul>

<p><b>Metric 3: EMERGENT BILINGUAL STUDENT SUPPORT</b></p> <p>Materials provide strategies and support for students who read, write, and/ or speak in a language other than English to enable their full participation in learning.</p>	<p>2: Meets expectations</p>	<p>Materials meet <b>BOTH</b> of the following:</p> <ul style="list-style-type: none"> <li>- Materials provide teachers with instructional strategies for emergent bilingual students to meaningfully participate in grade-level social science education.</li> <li>- Materials include student resources supporting reading, writing, and/or speaking in a language other than English through regular and active participation in grade-level social science education.</li> </ul>	<p>Materials meet <b>ONE</b> of the following:</p> <ul style="list-style-type: none"> <li>- Materials provide teachers with instructional strategies for emergent bilingual students to meaningfully participate in grade-level social science education.</li> <li>- Materials include student resources supporting reading, writing, and/or speaking in a language other than English through regular and active participation in grade-level social science education.</li> </ul>
<p><b>Metric 4: STUDENT EDITABILITY</b></p> <p>Materials include resources for students and allow them to show their understanding and comprehension through different modes of expression.</p>	<p>1: Partially meets expectations</p>	<p>Materials meet <b>BOTH</b> of the following:</p> <ul style="list-style-type: none"> <li>- Materials provide resources that are editable by students to communicate their understanding and reasoning.</li> <li>- Teacher materials provide instructional guidance on how to use student resources to capture thinking and demonstrate proficiency in content.</li> </ul>	<p>Materials meet <b>ONE</b> of the following:</p> <ul style="list-style-type: none"> <li>- Materials provide resources that are editable by students to communicate their understanding and reasoning.</li> <li>- Teacher materials provide instructional guidance on how to use student resources to capture thinking and demonstrate proficiency in content.</li> </ul>

Meets Expectations (7-8 points)    Partially Meets Expectations (4-6 points)    Does Not Meet Expectations (0-3 points)

**Rating for 3.2: Supports for Students**

Point Total:

5

Criterion Score

1: Partially meets expectations

**Final Comments for 3.2: Supports for Students**





ve updates (data sources, current events,

0 points	Comments
<p>Materials <b>do not provide scaffold language support</b> for multilingual students to access grade-level social science education.</p> <p><b>AND</b></p> <p>Materials <b>do not provide instructional strategies and learning resources</b> for students in special populations, such as students experiencing disabilities and/or students identified as TAG, to support active participation in grade-level social science education.</p>	
<p>Materials <u>do not</u> provide opportunities for learners who could benefit from advanced applications of grade-level social science education at a higher level of complexity, and/or simply provide more problems than their classmates.</p> <p><b>AND</b></p> <p>Materials <u>cannot</u> be updated to reflect relevant topics with different groups of students.</p>	

Materials do not provide teachers with instructional strategies for emergent bilingual students to meaningfully participate in grade-level social science education.

**AND**

Materials do not include student resources supporting reading, writing, and/or speaking in a language other than English through regular and active participation in grade-level social science education.

Materials do not provide resources that are editable by students to communicate their understanding and reasoning.

**AND**

Teacher materials do not provide guidance on how to use student resources to capture thinking and demonstrate proficiency in content.



Part 3: Technical Usability

3.3: Digital Learning Design Elements

*This criterion is not required. Quality indicators are provided for evaluation if the instructional material includes a digital component.*

The materials are attentive to digital design elements specific to structure, support for users, and adaptability of materials.

Metric	Score	2 points	1 point
<p><b>Metric 1: MATERIALS USABILITY</b></p> <p>The organizational structure of the digital materials allows for intuitive navigation and meaningful interaction on a variety of devices.</p>	1: Partially meets expectations	<p>Materials meet <b>BOTH</b> of the following:</p> <ul style="list-style-type: none"> <li>- Materials integrate interactive tools and/or simulation software in ways that support student engagement in social science education.</li> <li>- Materials can be customized for local contexts on a variety of devices.</li> </ul>	<p>Materials meet <b>ONE</b> of the following:</p> <ul style="list-style-type: none"> <li>- Materials integrate interactive tools and/or simulation software in ways that support student engagement in social science education.</li> <li>- Materials can be customized for local contexts on a variety of devices.</li> </ul>
<p><b>Metric 2: LEARNING RESOURCES</b></p> <p>The digital materials provide support for users in a variety of settings, including:</p> <ul style="list-style-type: none"> <li>- Professional learning resources to support educators' use of the materials and content.</li> <li>- Robust supports to help families understand and utilize the materials while supporting their students at home,</li> <li>- Support for students working independently.</li> <li>- Support for emergent bilingual students.</li> <li>- Support for students with disabilities.</li> </ul>	2: Meets expectations	<p>Materials meet <b>BOTH</b> of the following:</p> <ul style="list-style-type: none"> <li>- Materials provide learning resources for teachers and/or students to collaborate with each other within either print or digital activities.</li> <li>- Materials provide resources for parents, caregivers, and students to understand and utilize the materials while working at home and/or independently from the teacher.</li> </ul>	<p>Materials meet <b>ONE</b> of the following:</p> <ul style="list-style-type: none"> <li>- Materials provide learning resources for teachers and/or students to collaborate with each other within either print or digital activities.</li> <li>- Materials provide resources for parents, caregivers, and students to understand and utilize the materials while working at home and/or independently from the teacher.</li> </ul>
<p><b>Metric 3: MEDIA INTEGRATION</b></p> <p>Digital and multimedia elements support, rather than distract from, intended learning outcomes and instructional content.</p>	1: Partially meets expectations	<p>Materials meet <b>BOTH</b> of the following:</p> <ul style="list-style-type: none"> <li>- Digital and multimedia elements support accurate representations of scientific objects.</li> <li>- Digital and multimedia elements are intentionally integrated and connected to learning outcomes.</li> </ul>	<p>Materials meet <b>ONE</b> of the following:</p> <ul style="list-style-type: none"> <li>- Digital and multimedia elements support accurate representations of scientific objects.</li> <li>- Digital and multimedia elements are intentionally integrated and connected to learning outcomes.</li> </ul>

<p><b>Metric 4: ADAPTABILITY OF MATERIALS</b></p> <p>Digital materials allow teachers to adjust and adapt documents and resources to meet student needs. (e.g., translating materials, modifying reading levels, downloading capacity, etc.).</p>	<p>2: Meets expectations</p>	<p>Materials meet <b>BOTH</b> of the following:</p> <ul style="list-style-type: none"> <li>- Materials provide teacher guidance for adapting embedded resources to support student learning.</li> <li>- Materials provide guidance for using embedded technology to enhance student learning.</li> </ul>	<p>Materials meet <b>ONE</b> of the following:</p> <ul style="list-style-type: none"> <li>- Materials provide teacher guidance for adapting embedded resources to support student learning.</li> <li>- Materials provide guidance for using embedded technology to enhance student learning.</li> </ul>
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Meets Expectations (7-8 points)   Partially Meets Expectations (4-6 points)   Does Not Meet Expectations (0-3 points)

**Rating for 3.3 Digital Learning Design Elements**

Point Total:

6

Criterion Score

1: Partially meets expectations

**Final Comments for 3.3 Digital Learning Design Elements**

ent.

0 points	Comments
<p>Materials do not integrate interactive tools and/or simulation software in ways that support student engagement in social science education.</p> <p><b>AND</b></p> <p>Materials cannot be customized for local contexts.</p>	
<p>Materials do not provide learning resources for teachers and/or students to collaborate with each other.</p> <p><b>AND</b></p> <p>Materials do not provide resources for parents, caregivers and students to utilize using the resources independently.</p>	
<p>Digital and multimedia elements do not support accurate representations of scientific objects.</p> <p><b>AND</b></p> <p>Digital and multimedia elements are not intentionally integrated and not connected to learning outcomes.</p>	

Materials do not provide teacher guidance for adapting embedded resources to support student learning.

**AND**

Materials do not provide guidance for using embedded technology to enhance student learning.

Part 4: Assessment Criteria

4.1: Formative Assessment Process

Materials embed formative assessments throughout units to evaluate student learning progress and inform social science instruc

Metric	Score	2 points	1 point
<p><b>Metric 1: MULTIPLE OPPORTUNITIES</b></p> <p>Materials include diverse and strategically placed formative assessment opportunities throughout each unit. These may include quick writes, exit tickets, discussion prompts, graphic organizers, or short quizzes aligned with lesson objectives and providing ongoing insights into student understanding.</p>	2: Meets expectations	<p>Materials meet <b>BOTH</b> of the following:</p> <ul style="list-style-type: none"> <li>- Learning goals include student-friendly performance/success criteria.</li> <li>- Learning goals are embedded and referred to throughout the unit and lesson content.</li> </ul>	<p>Materials meet <b>ONE</b> of the following:</p> <ul style="list-style-type: none"> <li>- Learning goals include student-friendly performance/success criteria.</li> <li>- Learning goals are embedded and referred to throughout the unit and lesson content.</li> </ul>
<p><b>Metric 2: LEARNING RELEVANCY</b></p> <p>Formative and summative assessments align closely with the unit's learning objectives and build towards summative assessment goals, allowing for timely interventions and adjustments in instruction.</p>	2: Meets expectations	<p>Materials meet <b>BOTH</b> of the following:</p> <ul style="list-style-type: none"> <li>- Instructional tasks and activities elicit evidence of student thinking with a focus on possible pathways to a solution (rather than on the final answer or result).</li> <li>- Instructional tasks and activities are varied, accessible, scaffolded, and differentiated to support students' demonstration of evidence.</li> </ul>	<p>Materials meet <b>ONE</b> of the following:</p> <ul style="list-style-type: none"> <li>- Instructional tasks and activities elicit evidence of student thinking with a focus on possible pathways to a solution (rather than on the final answer or result).</li> <li>- Instructional tasks and activities are varied, accessible, scaffolded, and differentiated to support students' demonstration of evidence.</li> </ul>
<p><b>Metric 3: INTERPRETATION OF FEEDBACK</b></p> <p>Assessment tools provide clear guidance for using a strengths-based approach in interpreting student responses and offer suggestions for targeted feedback. Materials include strategies for using assessment results to inform instruction, such as reteaching suggestions, extension activities, or differentiation options based on student performance.</p>	2: Meets expectations	<p>Materials meet <b>BOTH</b> of the following:</p> <ul style="list-style-type: none"> <li>- Instructional materials include teacher resources that highlight opportunities for feedback to be given to students by the teacher.</li> <li>- Instructional materials include strategies that promote a positive classroom culture for student-to-student and student-to-teacher feedback, as appropriate.</li> </ul>	<p>Materials meet <b>ONE</b> of the following:</p> <ul style="list-style-type: none"> <li>- Instructional materials include teacher resources that highlight opportunities for feedback to be given to students by the teacher.</li> <li>- Instructional materials include strategies that promote a positive classroom culture for student-to-student and student-to-teacher feedback, as appropriate.</li> </ul>

<p><b>Metric 4: STUDENT REFLECTION</b></p> <p>Materials incorporate opportunities for students to assess their own learning and reflect on their progress. This may include self-check questions, peer review activities, or reflective journaling prompts that encourage metacognition and support students in taking ownership of their learning in social science.</p>	<p>1: Partially meets expectations</p>	<p>Materials meet <b>BOTH</b> of the following:</p> <ul style="list-style-type: none"> <li>- Instructional materials ask students to reflect on their thinking and learning and/or assess their own learning</li> <li>- Instructional materials include a comprehensive set of both extensions and interventions for students who need additional supports.</li> </ul>	<p>Materials meet <b>ONE</b> of the following:</p> <ul style="list-style-type: none"> <li>- Instructional materials ask students to reflect on their thinking and learning and/or assess their own learning</li> <li>- Instructional materials include a comprehensive set of both extensions and interventions for students who need additional supports.</li> </ul>
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Meets Expectations (7-8 points)   Partially Meets Expectations (4-6 points)   Does Not Meet Expectations (0-3 points)

**Rating for 4.1 Formative Assessment Process**

Point Total:

7

Criterion Score

2: Meets expectations

**Final Comments for 4.1 Formative Assessment Process**



tion.

0 points	Comments
<p>Learning goals do not include student-friendly performance/success criteria.</p> <p><b>AND</b></p> <p>Learning goals are not consistently embedded and referred to throughout the unit and lesson content.</p>	
<p>Instructional tasks and activities do not elicit evidence of student thinking with a focus on possible pathways to a solution (rather than on the final answer or result).</p> <p><b>AND</b></p> <p>Instructional tasks and activities are not varied, accessible, scaffolded, and differentiated to support students' demonstration of evidence.</p>	
<p>Instructional materials do not include teacher resources that highlight opportunities for feedback to be given to students by the teacher.</p> <p><b>AND</b></p> <p>Instructional materials do not include strategies that promote a positive classroom culture for student-to-student and student-to-teacher feedback, as appropriate.</p>	

Instructional materials do not ask students to reflect on their thinking and learning or assess their own learning.

**AND**

Instructional materials do not include a comprehensive set of both extensions and resources/interventions for students who need additional supports.

Part 4: Assessment Criteria

4.2 Performance Assessments

Materials incorporate summative assessments that support students in demonstrating deep knowledge of social science content, concepts, and processes.

Metric	Score	2 points	1 point
<p><b>Metric 1: ALIGNMENT</b></p> <p>Materials include performance tasks that are comprehensive, inclusive, and aligned with social science standards including the ten Essential Disciplinary Practices.</p>	<p>1: Partially meets expectations</p>	<p>Materials meet <b>both of the following</b>:</p> <ul style="list-style-type: none"> <li>- Performance assessment tasks clearly align to the Oregon social science standards at the appropriate grade-level (K-5) or grade-band (6-8, 9-12).</li> <li>- Performance assessment tasks fully address <b>each dimension</b> (i.e, disciplinary core ideas, crosscutting concepts, and science and engineering practices) in service of sense-making about a phenomenon or problem.</li> </ul>	<p>Materials meet <b>one of the following</b>:</p> <ul style="list-style-type: none"> <li>- Performance assessment tasks clearly align to the Oregon social science standards at the appropriate grade-level (K-5) or grade-band (6-8, 9-12).</li> </ul> <p>Performance assessment tasks address at <b>least two dimensions</b> (i.e, disciplinary core ideas, crosscutting concepts, and science and engineering practices) in service of sense-making about a phenomenon or problem.</p>
<p><b>Metric 2: VARIETY</b></p> <p>Materials include multiple assessment formats that support different learning styles and allow students to demonstrate their understanding in a variety of ways. This may include verbal or written responses, in-depth projects, presentations, debates, or performance tasks that simulate real-world applications of social science concepts.</p>	<p>1: Partially meets expectations</p>	<p>Materials meet <b>BOTH</b> of the following:</p> <ul style="list-style-type: none"> <li>- Performance assessments utilize and affirm students' interests and cultural background both for group and individual engagement.</li> <li>- Performance assessments represent the diversity of our state and local communities.</li> </ul>	<p>Materials meet <b>ONE</b> of the following:</p> <ul style="list-style-type: none"> <li>- Performance assessments utilize and affirm students' interests and cultural background both for group and individual engagement.</li> <li>- Performance assessments represent the diversity of our state and local communities.</li> </ul>
<p><b>Metric 3: AUTHENTICITY</b></p> <p>Assessments allow students to engage with social science issues and topics relevant to contemporary civic life and democratic discourse.</p>	<p>1: Partially meets expectations</p>	<p>Materials meet <b>BOTH</b> of the following:</p> <ul style="list-style-type: none"> <li>- Performance assessments require students to apply social science education concepts in authentic contexts.</li> <li>- Performance assessments include opportunities for students to engage with authentic audiences.</li> </ul>	<p>Materials meet <b>ONE</b> of the following:</p> <ul style="list-style-type: none"> <li>- Performance assessments require students to apply social science education concepts in authentic contexts.</li> <li>- Performance assessments include opportunities for students to engage with authentic audiences.</li> </ul>

<p><b>Metric 4: CLARITY &amp; FEEDBACK</b></p> <p>Materials include clear scoring criteria while providing structured opportunities for feedback, reflection, and improvement before final submission.</p>	<p>1: Partially meets expectations</p>	<p>Materials meet <b>BOTH</b> of the following:</p> <ul style="list-style-type: none"> <li>- Performance assessments use scoring criteria that are clear and understandable to students.</li> <li>- Performance assessments promote actionable feedback to students.</li> </ul>	<p>Materials meet <b>ONE</b> of the following:</p> <ul style="list-style-type: none"> <li>- Performance assessments use scoring criteria that are clear and understandable to students.</li> <li>- Performance assessments promote actionable feedback to students.</li> </ul>
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Meets Expectations (7-8 points)    Partially Meets Expectations (4-6 points)    Does Not Meet Expectations (0-3 points)

**Rating for 4.2 Performance Assessments**

Point Total:

4

Criterion Score

1: Partially meets expectations

**Final Comments for 4.2 Performance Assessments**



**its, and skill.**

<b>0 points</b>	<b>Comments</b>
<p>Performance assessment tasks are <b>not aligned to the Oregon social science standards</b> at the appropriate grade-level (K-5) or grade-band (6-8, 9-12).</p> <p>OR</p> <p>Performance assessment tasks <b>do not fully address the three dimensions</b> (i.e, disciplinary core ideas, crosscutting concepts, and science and engineering practices) in service of sense-making about a phenomenon or problem.</p>	<p>Doesn't fully cover all dimensions listed and performance tasks are more geared towards literacy with social science as a secondary focus.</p>
<p>Performance assessments <b>do not utilize and affirm students' interests and cultural background</b> both for group and individual engagement.</p> <p>AND</p> <p>Performance assessments <b>do not represent the diversity</b> of our state and local communities</p>	
<p>Performance assessments <b>do not require students to apply</b> social science education concepts in authentic contexts.</p> <p>AND</p> <p>Performance assessments <b>do not</b> include opportunities for <b>students to engage with authentic audiences.</b></p>	

Performance assessments have **unclear or missing** scoring criteria.

**AND**

Performance assessments **do not** promote feedback to students.

Part 4: Assessment Criteria

4.3 Integrated Assessment System

*This criterion is not required. Quality indicators are provided for evaluation if an integrated assessment system is present.*

**Diagnostic, benchmark, and/or interim assessments are integrated into instructional materials in ways that support the learning process. Student results are interpreted of the standards (i.e. criterion-referenced), as demonstrated by student evidence gathered in the learning environment, and recommend instructional**

Metric	Score	2 points	1 point
<p><b>Metric 1: ASSESSMENT DESIGN</b></p> <p>Diagnostic assessments are well-designed, rigorous, connected to standards, and offer multiple opportunities and modalities to demonstrate knowledge and/or skills.</p>		<p>Materials meet <b>BOTH</b> of the following:</p> <ul style="list-style-type: none"> <li>- Diagnostic assessments measure student's performance on grade-level standards and skills.</li> <li>- Diagnostic assessments provide opportunities to transfer learning to real-life scenarios or solve problems within new contexts.</li> </ul>	<p>Materials meet <b>ONE</b> of the following:</p> <ul style="list-style-type: none"> <li>- Diagnostic assessments measure student's performance on grade-level standards and skills.</li> <li>- Diagnostic assessments provide opportunities to transfer learning to real-life scenarios or solve problems within new contexts.</li> </ul>
<p><b>Metric 2: DATA QUALITY</b></p> <p>The assessment system provides clear and actionable data that allow educators to respond to specific student strengths and opportunities for growth.</p>		<p>Materials meet <b>BOTH</b> of the following:</p> <ul style="list-style-type: none"> <li>- Assessment results are clear and understandable.</li> <li>- Assessment results are designed to inform next steps in the learning and teaching process.</li> </ul>	<p>Materials meet <b>ONE</b> of the following:</p> <ul style="list-style-type: none"> <li>- Assessment results are clear and understandable.</li> <li>- Assessment results are designed to inform next steps in the learning and teaching process.</li> </ul>
<p><b>Metric 3: RESPONSIVENESS</b></p> <p>The assessment system is connected to resources designed to meet students' specific opportunities for growth. Intervention and extension materials effectively accelerate student learning. (These resources serve to answer the question, "Now what?")</p>		<p>Materials meet <b>BOTH</b> of the following:</p> <ul style="list-style-type: none"> <li>- Assessment results connect to appropriate next steps such as extensions (to deepen understanding and application) AND interventions (to reinforce and, where needed, reteach concepts)</li> <li>- Assessment results can be easily used by both educators and students.</li> </ul>	<p>Materials meet <b>ONE</b> of the following:</p> <ul style="list-style-type: none"> <li>- Assessment results connect to appropriate next steps such as extensions (to deepen understanding and application) AND interventions (to reinforce and, where needed, reteach concepts)</li> <li>- Assessment results can be easily used by both educators and students.</li> </ul>

<p><b>Metric 4: FAMILY ENGAGEMENT &amp; COMMUNICATION</b></p> <p>If the assessment system provides reports and/or diagnostic information to families, those resources are accessible in multiple languages, allowing families to effectively partner with their child(ren) in the learning process.</p>		<p>Materials meet <b>ALL</b> of the following:</p> <ul style="list-style-type: none"> <li>- Assessment reports are easy to read and understandable by students and families.</li> <li>- Assessment reports are available in English and at least one additional language.</li> <li>- Assessment reports provide resources that students and/or families can use to support any needed learning outside the classroom.</li> </ul>	<p>Materials meet <b>BOTH</b> of the following:</p> <ul style="list-style-type: none"> <li>- Assessment reports are easy to read and understandable by students and families.</li> <li>- Assessment reports provide resources that students and/or families can use to support any needed learning outside the classroom.</li> </ul>
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Meets Expectations (7-8 points)   Partially Meets Expectations (4-6 points)   Does Not Meet Expectations (0-3 points)

**Rating for 4.3 Integrated Assessment System**

Point Total:

Criterion Score



**Final Comments for 4.3 Integrated Assessment System**

*\*These metrics are designed to evaluate integrated assessment systems when present in instructional materials.*



**aligned relative to the performance expectations  
Additional next steps.**

<b>0 points</b>	<b>Comments</b>
<p>Diagnostic assessments <u>do not</u> measure student's performance on grade-level standards and skills.</p> <p>AND</p> <p>Diagnostic assessments <u>do not</u> provide opportunities to transfer learning to real-life scenarios or solve problems within new contexts.</p>	
<p>Assessment data is <u>ambiguous or not easy to use</u>.</p> <p>AND</p> <p>Assessment reports <u>do not inform</u> any next steps in the learning and teaching process.</p>	
<p>Assessment results <u>offer no</u> extensions or interventions</p> <p>AND</p> <p>Assessment results can be used <u>only by</u> educators.</p>	

Assessment reports are not easy to read or understandable by students and families

AND

Assessment reports do not provide resources that students and/or families can use to support any needed learning outside the classroom.