



Illinois Quality Review Rubric for Social Science Lessons & Units

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

The rubric is divided into four dimensions:

- I. Alignment to Standards
- II. Teaching Strategies
- III. Instructional Supports
- IV. Assessment

Each of these dimensions is rated on a scale of 0 to 3:

- 0—Does not meet any of the criteria in the dimension
- 1—Meets some of the criteria in the dimension
- 2—Meets many of the criteria in the dimension
- 3—Meets all of the criteria in the dimension

This rubric is designed to evaluate:

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

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

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

Intended Use:

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

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

Inform educators as they work to develop quality materials for use in their classrooms and schools.

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

Rating

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

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



Recommendations:

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



Notes

- Materials from other states may need to be adapted to work within the Illinois Learning Standards. Prior to any adaptation, make sure edits are permitted under the resource license type.
- Even an exemplary unit may have to be adapted to meet the specific needs of your learners. Teaching is a changing practice; there will always be new and updated resources.

Additional Resources

[Illinois State Board of Education – Social Science Classrooms in Action – Social Science Resources](#)
[Illinois Council for the Social Studies](#)
[C3 Resources from the C3 Literacy Collaborative](#)

This Illinois adaptation is based on a Social Science Rubric adaptation done by Washington State which involved the hard work of many educators with Social Science expertise and was funded through a grant from the [Washington State OER Project](#) and administered by [Educational Service District 105](#).



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Grade:

Social Science Lesson/Unit Title:

Overall Rating:

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

*Please read the front material that accompanies this document in order to learn how to use this document effectively.

This rubric is modeled on the EQUIP rubrics derived from the Tri-State Rubric and the collaborative development process led by Massachusetts, New York, and Rhode Island and facilitated by Achieve. This Social Studies version for Illinois is based on the C3 Rubric and the Washington Office of Superintendent of Public Instruction's adaptation of versions from Massachusetts, Ohio, Kentucky, and Rhode Island that is licensed under a Creative Commons Attribution license.