# **The Instructional Materials Alignment Rubric:**

***Kentucky Academic Standards (KAS) for Social Studies***

Rationale

Curriculum design and review is a continuous process. Flexibility when determining the detail of the design and shape of the curriculum is given to each school in Kentucky so the teaching and learning is meaningful and beneficial to the particular communities of learners. The design of each district/school’s curriculum allows teachers to make interpretations in response to the particular needs, interests and talents of individuals and groups of students. While Kentucky’s academic standards define the minimum content that must be taught, it is not a regimented curriculum.

In Kentucky, traditionally, districts have created a range of curriculum resources and components, ranging from pacing guides and maps to very detailed plans outlining specific instructional resources (books, articles, manipulatives) as well as specific common assessments for units and courses.

While the standards do define the content (or the WHAT), they do not prescribe HOW to teach or assess them. Instead, that is the function of the curriculum. Likewise, the published *Kentucky Academic Standards* define the WHAT. Local districts need to define the HOW.

Since the standards are incorporated into state regulation, all standards must be addressed in an aligned curriculum.

Purpose of this rubric

The Instructional Materials Alignment Rubric is meant to guide districts and schools in assessing existing or purchasing new instructional materials to determine what revisions may be needed to ensure alignment to the *Kentucky Academic Standards (KAS)* *for Social Studies*.

Prior to conducting this review the evaluator or evaluating team should assemble all of the materials necessary for the review. It is essential for evaluators to have materials for all courses covered by the program in question, as some criteria cannot be rated without having access to each course. In addition, each evaluator should have a reference copy of the *KAS for Social Studies.*

Before conducting the review, it is also important to develop a protocol for process. The protocol should include having evaluators study the Instructional Materials Alignment Rubric. Additionally, it will also be helpful for evaluators to get a sense of the overall purpose and function of the instructional materials before beginning the process.

Criteria for Evaluation

These are the criteria on which your instructional materials will be evaluated for alignment to the *KAS for Social Studies*:

1. Social Studies Concepts and Disciplinary Practices
2. Instructional Design and Support
3. Organization
4. Equity and Accessibility
5. Assessment

Instructional materials are designed for use by students and teachers as a learning resource for students to acquire essential knowledge, skills, abilities and dispositions. This includes print and non-print materials, including comprehensive/core textbooks, supplemental materials, Web-based and electronic textbooks and assessments.

Standards Content and Skills

Review the standards for your course/grade and identify the conceptual knowledge and skills outlined in the standards.

Analysis of grade-level and grade-span for: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Conceptual knowledge | Disciplinary Practices/Skills |
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Instructional Material Review Rubric

Review the instructional material using the following rubric.

**Social Studies Concepts and Disciplinary Practices: Non-negotiables**

Conceptual knowledge and understanding within four disciplinary strands in social studies (civics, geography, economics and history) and the development of the inquiry practices of questioning, investigating, using evidence and communicating conclusions are essential to equipping young people with the knowledge and skills necessary to master the standards. Students use these practices to acquire, refine and extend knowledge and understanding of key social studies concepts within the four disciplinary lenses of civics, economics, geography and history.

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| **Criteria** | **Meets**  **(2)** | **Inadequate**  **(1)** | **Evidence** |
| Materials focus on the concepts and disciplinary practices that reinforce the grade level standard. |  |  |  |
| Material demonstrates the coherence and rigor of the concepts and disciplinary practices appropriate to grade level standard. |  |  |  |
| Material emphasizes conceptual understandings that invite students to predict, conclude, evaluate, develop and extend ideas to support reasoning. |  |  |  |
| Material provides opportunities for inquiry that includes activities such as gathering information, researching sources, observing, interviewing, evaluating information, analyzing and synthesizing data, communicating findings and conclusions and formulating authentic questions to deepen and extend reasoning. |  |  |  |
| Tasks have a purpose and provide opportunities for application of learned concepts and disciplinary practices that are aligned to a grade level standard to deepen student knowledge and cultivate and strengthen problem-solving and decision-making skills. |  |  |  |
| Non-text content (maps, graphs, pictures, etc.) are accurate, authentic and well integrated into the instructional material. |  |  |  |
| Questions and tasks encourage the development and application of higher-level thinking skills. |  |  |  |
| Material provides access to or demonstrates concepts in multiple ways, allowing for a variety of student responses. |  |  |  |
| Content includes skill development such as collaboration, creative thinking and problem solving. |  |  |  |
| **Total Non-Negotiable Content:** |  |  |  |

**If the total above is less than 14 then the material is not appropriate. If it is 14 or more than please continue to use the rest of the rubric to determine if the material is appropriate.**

**Instructional Design and Support**

Instructional design utilizes research-based instructional strategies, offers suggestions for appropriate scaffolding, emphasizes the importance of content and skills acquisition, provides opportunities to engage in high interest, age-appropriate activities that mirror real-life situations, and make cross-curricular, global connections.

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| **Criteria** | **Meets**  **(2)** | **Inadequate**  **(1)** | **Evidence** |
| Provides a variety of strategies, activities and materials to build knowledge and skills systematically to enhance student learning to meet the grade-level standards. |  |  |  |
| Materials regularly and systematically build in the time and resources required to allow teachers to guide all students to meet grade level standards and align with instructional shifts. |  |  |  |
| Materials regularly provide all students with extensive opportunities to work with and meet grade level standards to address a progression of skills as outlined. |  |  |  |

**Organization**

Information is organized logically and presented clearly using multiple methods and modes for delivering instruction that motivate and increase student engagement in high interest, authentic activities.

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| **Criteria** | **Meets**  **(2)** | **Inadequate**  **(1)** | **Evidence** |
| |  |  | | --- | --- | | Material contains examples, explanations, and/or online resources that reinforce the depth and breadth of the *KAS for Social Studies*. |  | |  |  |  |
| Information is accurate, current and research-based. |  |  |  |
| Focus of academic vocabulary (including discipline specific vocabulary) is prevalent throughout the material. |  |  |  |
| Uses a variety of relevant charts, graphs, diagrams, and other illustrations to invite and motivate students to engage in discussion, problem solving and other high-order thinking skills. |  |  |  |

**Equity and Accessibility**

Materials are sensitive in their portrayal of ethnic groups, gender, age, disabilities, cultures, religion, etc. and contain accommodations for multiple learning styles, students with exceptionalities, English Language Learners (ELLs) and cultural differences.

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| **Criteria** | **Meets**  **(2)** | **Inadequate**  **(1)** | **Evidence** |
| Material is suitable for use with a diverse population and reflects sensitivity with regard to gender, race/ethnicity, religion, socio-economic status, religion, social and/or geographic environment, intellectual and physical abilities. |  |  |  |
| Materials provide support for differentiation of instruction of diverse learners such as English Language Learners (ELLs), students with learning difficulties and should challenge gifted and talented students to support all learners. |  |  |  |
| Tasks apply to the diversity of students and their abilities, interests and learning styles. |  |  |  |

**Assessment**

Materials provide tools for a balanced approach to assessment including both formative and summative assessments in multiple formats not only to guide instruction but also to identify student mastery of content.

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| **Criteria** | **Meets**  **(2)** | **Inadequate**  **(1)** | **Evidence** |
| Includes multiple means of assessment as an integral part of instruction that include opportunities for students to demonstrate mastery of the grade level standards. |  |  |  |

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| **Total Score for Social Studies Instructional Material** |  | **Overall Recommendation (Yes/No)- Rational** |

\*If the score for the material is less than 18 then it is does not address enough of the criteria in order to share as a resource.