**Social Studies Assignment Review Protocol**

This protocol is intended to support teachers when answering the question, “Does this assignment give students the opportunity to meaningfully engage in worthwhile, standards-aligned grade level content?”

Each section of the protocol features a different component required for overall mastery of the *Kentucky Academic Standards (KAS) for Social Studies.* Teachers will use this rubric in a variety of ways to evaluate the social studies assignment. Since assignments aligned to the *KAS for Social Studies* may not contain all of the parts below, teachers may skip a section when appropriate. As an example, a Task Aligned to the Supporting Question may not provide the ability for students to make connections to their lives or complete a take action project; therefore, an educator may skip the sections below entitled “Relevance for Students” or “Democratic Procedures and Civic Life.” However, a student may have the opportunity to demonstrate their understanding of these concepts when completing a Task Aligned to the Compelling Question. Since students must have the opportunity and access to demonstrate mastery on all of the standards found within the *KAS for Social Studies*, it is important that an educator evaluate assignments on all of the topics below throughout the coherent period of learning.

To analyze the alignment of an assignment to the *KAS for Social Studies*, rate each relevant aspect according to the criteria for each level: weakly aligned (1), partially aligned (2) or strongly aligned (3). After completing the rubric, you will use a holistic score to determine overall alignment. Below the rubric, a reflection is provided to determine how the how to revise the assignment to make it strongly aligned to the *KAS for Social Studies.*

**Evaluation of Social Studies Assignment**

**Questioning**

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| **Compelling and Supporting Questions***Assignments should provide students the opportunity to ask, develop and generate compelling and supporting questions depending on their grade level.* |

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| 3 - The assignment requires students to successfully engage in asking, developing and/or generating compelling or supporting questions. | 2 - The assignment does not meet the demands of the *KAS for Social Studies* when asking, developing and/or generating compelling or supporting questions. For example, students may investigate a compelling or supporting question, but does not develop a compelling or supporting question.  | 1 - The assignment does not include opportunities to ask, develop and/or generate compelling or supporting questions. |

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| Justification/Notes: |

**Investigating**

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| **Construction of Knowledge through the Disciplinary Concepts and Practices***The assignment should require students to demonstrate the content expectations outlined in the standards. Students should have the opportunity to demonstrate an understanding of ideas, concepts, theories, and principles from the social studies disciplines (civics, economics, geography, history) by using them to interpret and explain specific, concrete information or events.* |

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| 3- The assignment requires that students demonstrate their knowledge of the content required in the standards. It requires the use of social studies concepts and practices to organize, explain, interpret, summarize, and extend the meaning and significance of otherwise discrete pieces of information.  | 2- The content required in the standards is present in this assignment, but students are not required to demonstrate their knowledge of the content of the standards. It includes some social studies concepts and practices to organize, explain, interpret, summarize, and extend the meaning and significance of otherwise discrete pieces of information.  | 1- This assignment does not include content required in the standards, nor social studies concepts and practices. |

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| Justification/Notes: |

**Using Evidence**

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| **Sources, Claims and Evidence***This assignment requires students to analyze a variety of primary and secondary sources to investigate compelling and supporting questions and gather evidence to develop and support their claims.* |

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| 3 - The assignment requires that students demonstrate their knowledge of the Using Evidence standards. This assignment requires students to analyze and synthesize a variety of primary and secondary sources. Students are required to produce a strong, clear and convincing claim supported by evidence from multiple sources. | 2 - The assignment requires a partial demonstration of the Using Evidence standards. This assignment requires students to analyze and synthesize primary and secondary sources. Students are required to produce a claim that is supported by evidence. | 1 - The assignment does not require students to demonstrate their knowledge of the Using Evidence standards.This assignment does not require an analysis of primary and secondary sources. It may not require a claim supported by evidence. |

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| Justification/Notes: |

**Communication Conclusions**

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| **Elaborated Expressive (Speaking, Writing and Visually Representing) Communication***The assignment requires students to demonstrate an understanding, explanation or argument through elaborated expressive communication.* |

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| 3 - The assignment requires explanations of generalizations, classifications and relationships relevant to a situation, problem or theme, and requires the student to substantiate them with examples, summaries, illustrations, details or reasons. Examples include attempts to analyze, explain, argue and synthesize.  | 2- The assignment asks students either to draw conclusions or make generalizations or arguments, or to offer examples, summaries, illustrations, details or reasons, but not both. | 1- The assignment or its parts can be answered without analyzing or synthesizing information. |

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| Justification/Notes: |

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| **Democratic Procedures and Civic Life***In order to support a student’s ability to engage in civic life, the Communicating Conclusions standards require that students engage in democratic procedures to identify problems.*   |

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| 3- The assignment requires exemplary use of democratic skills and discourse to identify and take action on problems found in the community.  | 2- The assignment requires use of democratic skills and discourse when identifying problems in the community, but it may be limited. The assignment includes taking action, but it may not align with the problem being solved.  | 1- This assignment does not require use of democratic skills and discourse when identifying problems in the community. Taking action is not present in the assignment. |

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| Justification/Notes: |

**Relevance for Students**

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| *Assignments should provide students an opportunity to demonstrate the ability to address a concept, problem or issue that is similar to one that they have encountered or are likely to encounter in daily life outside of school.* |

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| 3– The assignment provides students the opportunity to demonstrate multiple ways the content connects to the modern day and/or a student’s life. | 2- The assignment provides students the opportunity to demonstrate one way the content connects to the modern day and/or a student’s life.  | 1- The assignment does not provide students an opportunity to demonstrate any clear connections to the modern day and/or a student’s life. |

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| Justification/Notes: |

**Impactful Instructional Strategies:**

Review the following key instructional shifts to determine which ONE is *emphasized* in the impactful instructional strategies section *(check only one).*

* Craft questions that spark and sustain an inquiry
* Cultivate and nurture collaborative civic spaces
* Integrate content and skills purposefully
* Promote literacy practices and outcomes
* Provide tangible opportunities for taking action

**Determine how well the student learning plan** **reflects the instructional shift identified above.**

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| **Alignment to Instructional Shifts***The assignment is designed around a key instructional shift.*  |

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| 3. The assignment meets most or all of the criteria outlined in the shift. | 2. The assignment is consistent with many of the criteria outlined in the shift. | 1. The assignment does not address most of the critical aspects outlined in the shift. |

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| Justification/Notes: |

**Reflection:**

**Determine implications for practice.**

Review the scores above. Determine changes that need to be made to better address the expectations of the standards.

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|  | **What I can change about the assignment to better address the following:** |
| **Questioning: Compelling and Supporting Questions***Assignments should provide students the opportunity to ask, develop and generate compelling and supporting questions depending on their grade level.*  |  |
| **Investigating: Construction of Knowledge through the Disciplinary Concepts and Practices***The assignment should require students to demonstrate the content expectations outlined in the standards. Students should have the opportunity to demonstrate an understanding of ideas, concepts, theories, and principles from the social studies disciplines (civics, economics, geography, history) by using them to interpret and explain specific, concrete information or events.* |  |
| **Using Evidence: Sources, Claims and Evidence***The assignment requires that students demonstrate their knowledge of the Using Evidence standards. This assignment requires students to analyze a variety of primary and secondary sources to investigate compelling and supporting questions and gather evidence to develop and support their claims.* |  |
| **Communicating Conclusions: Elaborated Expressive (Speaking, Writing and Visually Representing) Communication***The assignment requires students to demonstrate an understanding, explanation or argument through elaborated expressive communication.* |  |
| **Communicating Conclusions: Democratic Procedures and Civic Life***In order to support a student’s ability to engage in civic life, the Communicating Conclusions standards require that students engage in democratic procedures to identify problems.*   |  |
| **Relevance for Students:** *Assignments should provide students an opportunity to demonstrate the ability to address a concept, problem or issue that is similar to one that they have encountered or are likely to encounter in daily life outside of school.*  |  |