



Washington Quality Review Rubric for Social Studies Lessons & Units

Short Form

Resource Name: _____ Developer: _____

Instructions: Review a lesson or unit* for quality and alignment to Washington State Learning Standards. *“Meeting criteria” identifies resource strengths while “partially” or “not meeting” criteria highlight areas requiring supplemental instruction.*

Meets Criteria	Partially Meets Criteria	Criteria Not Met	SOCIAL STUDIES RESOURCE CRITERIA
Alignment to Standards			
			Washington State Social Studies Learning Standards: Explicitly addresses one or more grade level standards in the following areas: <input type="checkbox"/> Social Studies Skills <input type="checkbox"/> Civics <input type="checkbox"/> Economics <input type="checkbox"/> Geography <input type="checkbox"/> History
			Washington State ELA Standards (Common Core): Explicitly addresses standards that integrate social studies knowledge with reading, writing, speaking, and listening.
Social Studies Teaching Strategies			
			Questions: Gives students the opportunity to construct and/or provides engaging questions that spark and sustain inquiry.
			Collaboration: Structures opportunities for students to work together using disciplinary content to develop, examine, and/or communicate ideas.
			Academic vocabulary: Supports development of general academic (Tier 2) and/or content area specific (Tier 3) vocabulary in context.
			Analysis: Requires critical reading of primary and/or secondary resources.
			Speaking: Facilitates rich and rigorous evidence-based discussions.
			Writing: Expects students to reference evidence to inform, explain, evaluate, or make an argument (note taking, summaries, short responses, formal essays, etc.).
			Culturally responsive teaching practices: Relates content to students’ cultural context.
			Civic engagement: Provides opportunities to apply learning through informed action.
Instructional Supports			
			Purpose for instruction: Includes a clear lesson/unit overview and rationale.
			Guidance: Provides directions for teaching and learning of targeted standards and suggestions for differentiation.
			Engaging materials: Cultivates student interest and engagement in history/social studies.
Assessment			
			Formative assessment: Provides methods to monitor student progress toward meeting learning target(s).
			Self-assessment: Provides tools for student reflection and monitoring progress.
			Summative assessment: Elicits evidence that students can independently demonstrate meeting or exceeding the targeted standard(s)
			Annotated work samples: Provides exemplars of student products.

* For collaborative review of core materials, use the [Extended Rubric](#).

