

INSTRUCTIONAL MATERIALS RUBRIC – SOCIAL STUDIES

Nevada Instructional Materials are reviewed and approved by the Nevada State Board of Education. These instructional materials do not constitute a comprehensive curriculum. Rather, they stand as starting place for collaborative content teams to develop lessons, units of instruction, aligned assignments, and common assessments that will prepare every Nevada student to be college, career, civic, and community ready.

Our Vision

All students and teachers in Nevada will have access to the highest-quality instructional materials that will help improve student-learning outcomes in all content areas.

The purpose of instructional materials is to be the tools that provide students with positive learning experiences enhanced over time and to facilitate a deeper understanding of the educational content. In response, Nevada educators collaborated in order to create an instructional materials adoption process that will provide all of our students the instruments to access, examine, and provide analysis to any area of content without limitations predetermined by race, gender, ethnicity, language, exceptionality, sexual determination, or family background/ income.

Adoption Process

For all content areas, the adoption process starts with vendors submitting materials for review as put forth by a Request for Information (RFI) issued by the Nevada Department of Education (NDE). The instructional materials submitted will first have an internal review conducted by NDE staff as per the RFI.

All submitted materials will be reviewed by the Nevada Instructional Materials Steering Committee (NIMSC). The NIMSC is made up of instructional materials leads from Nevada's school districts and have the charge of receiving, reviewing and making recommendations regarding the adoption of all instructional materials that drive instruction in the classroom.

Content Areas of Focus

Content areas of focus are the areas of instruction on which materials received by the NIMSC will focus. The NIMSC will designate no more than two content areas of focus every school year. Content areas of focus will always concentrate on grades kindergarten through grade 12.

Instructional Materials Rubric Process

The evaluation process for all instructional materials will include a material checklist complimenting a comprehensive rubric for scoring. The rubric has multiple categories for each content of review. The first category evaluates alignment to the Nevada Academic Content Standards and the overall score for category one must meet or exceed the criteria in order to continue in the review process. Additionally, category two evaluates the access and equity of a given instruction material; and, this category must also meet or exceed the criteria in the review process. If the material fails

either of the first two categories, the material can be resubmitted at the next review cycle for that content area. Vendors have 30 days to provide in writing that they would be participating in the rebuttal process for their submission.

This evaluation process includes a checklist that outlines the criteria that must be evident in the material. Each category includes required elements that must be documented and supported within the columns labeled evidence and reasoning, respectively. The two documents must be used conjointly to evaluate and determine the overall score for the instructional material.

Category 1: Aligned to NVACs for Social Studies

Criteria	Exceeds = 4	Meets = 3	Developing = 2	Limited = 1	Not Present = 0
Disciplinary Skills	Instructional material is 100% aligned to disciplinary skills	Instructional material is 75-99% aligned to disciplinary skills	Instructional material is 50-74% aligned to disciplinary skills	Instructional material is 25-49% aligned to disciplinary skills	No alignment to disciplinary skills
Historical Concepts	Instructional material is 100% aligned to historical concepts	Instructional material is 75-99% aligned to historical concepts	Instructional material is 50-74% aligned to historical concepts	Instructional material is 25-49% aligned to historical concepts	No alignment to historical concepts
Geographical Concepts	Instructional material is 100% aligned to geographical concepts	Instructional material is 75-99% aligned to geographical concepts	Instructional material is 50-74% aligned to geographical concepts	Instructional material is 25-49% aligned to geographical concepts	No alignment to geographical concepts
Civic Concepts	Instructional material is 100% aligned to civic concepts	Instructional material is 75-99% aligned to civic concepts	Instructional material is 50-74% aligned to civic concepts	Instructional material is 25-49% aligned to civic concepts	No alignment to civic concepts
Economic Concepts	Instructional material is 100% aligned to economic concepts	Instructional material is 75-99% aligned to economic concepts	Instructional material is 50-74% aligned to economic concepts	Instructional material is 25-49% aligned to economic concepts	No alignment to economic concepts
Multicultural Concepts	Instructional material is 100% aligned to multicultural concepts	Instructional material is 75-99% aligned to multicultural concepts	Instructional material is 50-74% aligned to multicultural concepts	Instructional material is 25-49% aligned to multicultural concepts	No alignment to multicultural concepts
Financial Literacy Concepts	Instructional material is 100% aligned to financial literacy concepts	Instructional material is 75-99% aligned to financial literacy concepts	Instructional material is 50-74% aligned to financial literacy concepts	Instructional material is 25-49% aligned to financial literacy concepts	No alignment to financial literacy concepts

Materials must measure meets/exceeds in All Criteria

Meet/Does Not Meet

Category 2: Access and Equity

Exceeds = 4	Meets = 3	Developing = 2	Limited = 1	Not Present = 0
<p>100% of grade level appropriate teacher supports are provided to guide teachers in making student learning relevant, ways for students to share their experiences, connections to previous experiences, draw and connect to language and culture, etc.</p>	<p>75-99% of grade level appropriate teacher supports are provided to guide teachers in making student learning relevant, ways for students to share their experiences, connections to previous experiences, draw and connect to language and culture, etc.</p>	<p>50-74% of grade level appropriate teacher supports are provided to guide teachers in making student learning relevant, ways for students to share their experiences, connections to previous experiences, draw and connect to language and culture, etc.</p>	<p>25-49% of grade level appropriate teacher supports are provided to guide teachers in making student learning relevant, ways for students to share their experiences, connections to previous experiences, draw and connect to language and culture, etc.</p>	<p>No grade level appropriate teacher supports are provided to guide teachers in making student learning relevant, ways for students to share their experiences, connections to previous experiences, draw and connect to language and culture, etc.</p>
<p>Instructional materials are made accessible to all students by providing four or more supports AND scaffolds consistently throughout (Supports include: differentiated reading material, language needs, etc., Scaffolds include: prompts, sentence frames, graphic organizers, anchor charts, etc.).</p>	<p>Instructional materials are made accessible to all students by providing at least three supports AND scaffolds consistently throughout (Supports include: differentiated reading material, language needs, etc., Scaffolds include: prompts, sentence frames, graphic organizers, anchor charts, etc.).</p>	<p>Instructional materials are made accessible to all students by providing at least two supports AND scaffolds consistently throughout (Supports include: differentiated reading material, language needs, etc., Scaffolds include: prompts, sentence frames, graphic organizers, anchor charts, etc.).</p>	<p>Instructional materials are made accessible to all students by providing only one support AND scaffold (Supports include: differentiated reading material, language needs, etc., Scaffolds include: prompts, sentence frames, graphic organizers, anchor charts, etc.).</p>	<p>Instructional materials are not made accessible to all students and no supports or scaffolds are provided. (Supports include: differentiated reading material, language needs, etc., Scaffolds include: prompts, sentence frames, graphic organizers, anchor charts, etc.).</p>
<p>Provides four or more diverse opportunities for students to represent, share, justify, and revise their thinking consistently throughout the material.</p>	<p>Provides at least three diverse opportunities for students to represent, share, justify, and revise their thinking consistently throughout the material.</p>	<p>Provides at least two diverse opportunities for students to represent, share, justify, and revise their thinking consistently throughout the material.</p>	<p>Provides at least one diverse opportunity for students to represent, share, justify, and revise their thinking consistently throughout the material.</p>	<p>Provides no opportunity for students to represent, share, justify, and revise their thinking consistently throughout the material.</p>
<p>Instructional materials provide appropriate images, text, and activities which represent the diversity of our current society in a culturally responsive manner</p>	<p>Instructional materials provide appropriate images, text, and activities which represent the diversity of our current society in a culturally responsive manner</p>	<p>Instructional materials provide appropriate images, text, and activities which represent the diversity of our current society in a culturally responsive manner</p>	<p>Instructional materials provide appropriate images, text, and activities which represent the diversity of our current society in a culturally responsive manner</p>	<p>Instructional materials provide no appropriate images, text, and activities which represent the diversity of our current society in a culturally responsive manner</p>

Exceeds = 4	Meets = 3	Developing = 2	Limited = 1	Not Present = 0
throughout 100% of the material.	throughout 75-99% of the material.	throughout 50-74% of the material.	throughout 25-49% of the material.	throughout the material.
Instructional materials include assurance from publishers agreeing to comply with the most current National Instructional Materials Accessibility Standard (NIMAS) specifications regarding accessible instructional materials.	N/A	N/A	N/A	N/A

Materials must measure meets/exceeds in All Criteria

Meet/Does Not Meet

Category 3: Assessment

Exceeds = 4	Meets = 3	Developing = 2	Limited = 1	Not Present = 0
A coherent assessment system that includes four or more opportunities for pre-, embedded formative, summative, and self-assessment tasks to include equitable considerations for culturally and linguistically diverse students consistently throughout the material.	A coherent assessment system that includes at least three opportunities for pre-, embedded formative, summative, and self-assessment tasks to include equitable considerations for culturally and linguistically diverse students consistently throughout the material.	A coherent assessment system that includes at least two opportunities for pre-, embedded formative, summative, and self-assessment tasks to include equitable considerations for culturally and linguistically diverse students consistently throughout the material.	A coherent assessment system that includes at least one opportunity for pre-, embedded formative, summative, and self-assessment tasks to include equitable considerations for culturally and linguistically diverse students consistently throughout the material.	Assessment system includes no opportunities for pre-, embedded formative, summative, and self-assessment tasks to include equitable considerations for culturally and linguistically diverse students consistently throughout the material.
Both formative and summative assessments use four or more task types, to include equitable considerations for culturally and linguistically diverse students consistently throughout the material.	Both formative and summative assessments use at least three task types, to include equitable considerations for culturally and linguistically diverse students consistently throughout the material.	Both formative and summative assessments use at least two task types, to include equitable considerations for culturally and linguistically diverse students consistently throughout the material.	Both formative and summative assessments use at least one task type, to include equitable considerations for culturally and linguistically diverse students consistently throughout the material.	Both formative and summative assessments do not use any task types, to include equitable considerations for culturally and linguistically diverse students consistently throughout the material.
The formative and summative assessments are aligned to 100% of the NVACS for Social Studies.	The formative and summative assessments are aligned to 75-99% of the NVACS for Social Studies.	The formative and summative assessments are aligned to 50-74% of the NVACS for Social Studies.	The formative and summative assessments are aligned to 25-49% of the NVACS for Social Studies.	The formative and summative assessments do not align to the NVACS for Social Studies.
Both formative and summative assessments provide four or more opportunities for self, peer, and teacher feedback consistently throughout the material.	Both formative and summative assessments provide at least three opportunities for self, peer, and teacher feedback consistently throughout the material.	Both formative and summative assessments provide at least two opportunities for self, peer, and teacher feedback consistently throughout the material.	Both formative and summative assessments provide at least one opportunity for self, peer, and teacher feedback consistently throughout the material.	Formative and summative assessments do not provide opportunities for self, peer, and teacher feedback consistently throughout the material.

TOTAL SCORE/POINTS POSSIBLE (0-16)

/16

Exceeds (16 points)
 Meets (12-15 points)
 Developing (8-11)
 Limited (4-7)
 Does Not Meet (0-3)

Category 4: Teacher Instructional Resources which Support NVACS for Social Studies

Exceeds = 4	Meets = 3	Developing = 2	Limited = 1	Not Present = 0
Four or more language practices are consistently utilized and embedded throughout the material to support students to develop grade-appropriate, subject-specific technical language.	At least three language practices are consistently utilized and embedded throughout the material to support students to develop grade-appropriate, subject-specific technical language.	At least two language practices are consistently utilized and embedded throughout the material to support students to develop grade-appropriate, subject-specific technical language.	At least one language practices are consistently utilized and embedded throughout the material to support students to develop grade-appropriate, subject-specific technical language.	No language practices are utilized and embedded in the material to support students to develop grade-appropriate, subject-specific technical language.
Four or more teacher resources include pedagogical background information (including relevant, contemporary research) to help teachers support all students throughout the instructional material.	At least three teacher resources include pedagogical background information (including relevant, contemporary research) to help teachers support all students throughout the instructional material.	At least two teacher resources include pedagogical background information (including relevant, contemporary research) to help teachers support all students throughout the instructional material.	At least one teacher resource includes pedagogical background information (including relevant, contemporary research) to help teachers support all students throughout the instructional material.	No teacher resources include pedagogical background information (including relevant, contemporary research) to help teachers support all students throughout the instructional material.
Teacher resources include four or more instructional strategies, digital tools, and/or media examples to deepen student learning consistently throughout the material.	Teacher resources include at least three instructional strategies, digital tools, and/or media examples to deepen student learning consistently throughout the material.	Teacher resources include at least two instructional strategies, digital tools, and/or media examples to deepen student learning consistently throughout the material.	Teacher resources include only one instructional strategy, digital tool, and/or media example to deepen student learning consistently throughout the material.	Teacher resources do not include instructional strategies, digital tools, and/or media examples to deepen student learning.

TOTAL SCORE/POINTS POSSIBLE (0-16)

/16

Exceeds (16 points)
 Meets (12-15 points)
 Developing (8-11)
 Limited (4-7)
 Does Not Meet (0-3)

Category 5: Inquiry Based Process Aligned to NVACs for Social Studies

Exceeds = 4	Meets = 3	Developing = 2	Limited = 1	Not Present = 0
Instructional materials provide four or more supports and allows for students to make evidence-based claims consistently throughout the material	Instructional materials provide at least three supports and allows for students to make evidence-based claims consistently throughout the material	Instructional materials provide at least two supports and allows for students to make evidence-based claims consistently throughout the material	Instructional materials provide only one support and does not allow for students to make evidence-based claims consistently throughout the material	Instructional materials do not provide any support and does not allow for students to make evidence-based claims.
Instructional materials provide four or more opportunities for students to identify questions in order to investigate a topic or event consistently throughout the material.	Instructional materials provide at least three opportunities for students to identify questions in order to investigate a topic or event consistently throughout the material.	Instructional materials provide at least two opportunities for students to identify questions in order to investigate a topic or event consistently throughout the material.	Instructional materials provide only one opportunity for students to identify questions in order to investigate a topic or event consistently throughout the material.	Instructional materials do not provide opportunities for students to identify questions in order to investigate a topic or event consistently throughout the material.
Instructional materials provide four or more opportunities for students to develop a reasonable explanation on a given topic or event consistently throughout the material.	Instructional materials provide at least three opportunities for students to develop a reasonable explanation on a given topic or event consistently throughout the material.	Instructional materials provide at least two opportunities for students to develop a reasonable explanation on a given topic or event consistently throughout the material.	Instructional materials provide only one opportunity for students to develop a reasonable explanation on a given topic or event consistently throughout the material.	Instructional materials do not provide opportunity for students to develop a reasonable explanation on a given topic or event consistently throughout the material.
Instructional materials provide four or more lessons and activities that are inquiry-based and are made accessible to all students consistently throughout the material.	Instructional materials provide at least three lessons and activities that are inquiry-based and are made accessible to most students consistently throughout the material.	Instructional materials provide at least two lessons and activities that are inquiry-based and are made accessible to some students consistently throughout the material.	Instructional materials provide only one lesson and activity that is inquiry-based and has limited accessibility to students consistently throughout the material.	Instructional materials do not provide any lessons or activities that are inquiry-based and are not made accessible to students consistently throughout the material.

TOTAL SCORE/POINTS POSSIBLE (0-16)

/16

- Exceeds (16 points)
- Meets (12-15 points)
- Developing (8-11)
- Limited (4-7)
- Does Not Meet (0-3)

Category 1: Designed for NVACs for Social Studies

Criteria	Evidence	Reasoning
<p>1. Material supports all students in building understanding of AND using grade-level Disciplinary Skills of the NVACS for Social Studies that aid student sense-making, student questions, and/or inquiry design.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students engage in constructing and answering compelling questions. <input type="checkbox"/> Students engage in constructing and answering supporting questions. <input type="checkbox"/> Students engage in gathering and evaluating sources. <input type="checkbox"/> Students engage in developing claims and using evidence. <input type="checkbox"/> Students engage in communicating and critiquing conclusions. <input type="checkbox"/> Students engage in opportunities to take informed action. 		
<p>2. Material supports all students in building understanding AND connections using grade-level Historical Concepts of the NVACS for Social Studies.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Social studies content, whether in print or digital, is accurate and current. <input type="checkbox"/> Majority of material is focused on supporting students in using grade-level concepts: power and politics, identity, people and ideas, Nevada History, and international relations. <input type="checkbox"/> Students engage in the material as a lens or language framework to explain and communicate their thinking and understanding. <input type="checkbox"/> Students engage in exploring and evaluating primary and secondary sources to understand historical concepts. 		
<p>3. Material supports all students in building understanding AND connections using grade-level Geographical Concepts of the NVACS for Social Studies.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Social studies content, whether in print or digital, is accurate and current. <input type="checkbox"/> Majority of material is focused on supporting students 		

Criteria	Evidence	Reasoning
<p>in using grade-level concepts: geographic representations, human environment interaction, human population, movement, patterns, and global interconnection.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students engage in the material as a lens or language framework to explain and communicate their thinking and understanding. <input type="checkbox"/> Students engage in exploring and evaluating primary and secondary sources to understand geographical concepts. 		
<p>2. Material supports all students in building understanding AND connections using grade-level Civic Concepts of the NVACS for Social Studies.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Social studies content, whether in print or digital, is accurate and current. <input type="checkbox"/> Majority of material is focused on supporting students in using grade-level concepts: civic institutions, political institutions, civic dispositions, democratic principles, civic processes, rules, and laws. <input type="checkbox"/> Students engage in the material as a lens or language framework to explain and communicate their thinking and understanding. <input type="checkbox"/> Students engage in exploring and evaluating primary and secondary sources to understand civic concepts. 		
<p>3. Material supports all students in building understanding AND connections using grade-level Economic Concepts of the NVACS for Social Studies.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Social studies content, whether in print or digital, is accurate and current. <input type="checkbox"/> Majority of material is focused on supporting students in using grade-level concepts: exchange and markets, national economy, and the global economy. <input type="checkbox"/> Students engage in the material as a lens or language framework to explain and communicate their thinking and understanding. <input type="checkbox"/> Students engage in exploring and evaluating primary and secondary sources to understand economic concepts. 		
<p>4. Material supports all students in building understanding AND connections using grade-level Financial Literacy Concepts of the NVACS for Social Studies.</p>		

Criteria	Evidence	Reasoning
<ul style="list-style-type: none"> <input type="checkbox"/> Social studies content, whether in print or digital, is accurate and current. <input type="checkbox"/> Majority of material is focused on supporting students in using grade-level concepts: financial decision making, savings and spending, credit and debit, insurance, investing, risk and college and career readiness. <input type="checkbox"/> Students engage in the material as a lens or language framework to explain and communicate their thinking and understanding. <input type="checkbox"/> Students engage in exploring and evaluating primary and secondary sources to understand financial literacy concepts. 		
<p>5. Material supports all students in building understanding AND connections using grade-level Multicultural Concepts of the NVACS for Social Studies.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Social studies content, whether in print or digital, is accurate and current. <input type="checkbox"/> Majority of material is focused on supporting students in using grade-level concepts: social justice, social consciousness and action, respect engagement with diverse people, and information relating to contributions and impact made by diverse men and women. <input type="checkbox"/> Students engage in the material as a lens or language framework to explain and communicate their thinking and understanding. <input type="checkbox"/> Students engage in exploring and evaluating primary and secondary sources to understand multicultural concepts. 		

Category 2: Access and Equity

Criteria	Evidence	Reasoning
1. Grade level appropriate teacher supports are provided to guide teachers in making student learning relevant, ways for students to share their experiences, connections to previous experiences, draw and connect to language and culture, etc.		
2. Instructional materials are made accessible to all students by providing supports AND scaffolds consistently throughout (Supports include: differentiated reading material, language needs, etc., Scaffolds include: prompts, sentence frames, graphic organizers, anchor charts, etc.).		
3. Provides diverse opportunities for students to represent, share, justify, and revise their thinking with equity of voice consistently throughout the material.		
4. Instructional materials provide appropriate images, text, and activities which represent the diversity of our current society in a culturally responsive manner throughout the material.		
5. Instructional materials include assurance from publishers agreeing to comply with the most current National Instructional Materials Accessibility Standard (NIMAS) specifications regarding accessible instructional materials.		

Category 3: Assessment

Criteria	Evidence	Reasoning
1. Coherent assessment system that includes multiple opportunities for pre-, embedded formative, summative, and self-assessment tasks to include equitable considerations for culturally and linguistically diverse students throughout a unit/topic and across the material.		
2. Both formative and summative assessments use a variety of task types, to include equitable considerations for culturally and linguistically diverse students, which occur multiple times		
3. Instructional materials (including formative and summative assessments) are designed to elicit direct, observable evidence to the NVACs for Social Studies.		
4. Both formative and summative assessment materials provide explicit support (e.g., sample responses, rubrics, scoring guidelines, etc.) to provide multiple opportunities for self, peer, and teacher feedback.		

Category 4: Teacher Instructional Resources which Support NVACS for Social Studies

Criteria	Evidence	Reasoning
1. Teacher resources include language practices are consistently utilized and embedded throughout the material to support students to develop grade-appropriate, subject-specific technical language.		
2. Teacher resources include pedagogical background information (including relevant, contemporary research) to help teachers support all students throughout the instructional material.		
3. Teacher resources include a variety of instructional strategies, digital tools, and media to deepen student learning.		

