

Secondary Social Studies

High-Quality Instructional Materials Review Rubric

Grade Range: 7-12

Evaluator		Rating Committee	
Publisher			
Title of Textbook Series/Instructional Program			
Grade Range of Textbook Series/Instructional Program		Specific Grade Evaluated	

This evaluation rubric is designed to offer an evaluation to determine how well instructional materials align with the [Mississippi College- and Career- Readiness Standards \(MCCRS\) for Social Studies](#) and other criteria for high-quality instructional materials for social studies. The evaluation rubric includes key considerations for high-quality instructional materials and outlines three **Gateways** for consideration when evaluating materials. Within each Gateway, **Criterion** and related **Indicators** are provided along with **Guiding/Key Questions**.



The evaluation rubric is designed to allow reviewers to determine a threshold for quality for each gateway. Remember to focus on what is present in the instructional materials and any ancillary or complementary resources rather than what might be inferred. All scores should be based on evidence observed from the instructional materials themselves.

Scoring Protocol and Criteria:

- **No evidence (0):** No correlation between the standards and lessons, a logical sequence of content cannot be identified and/or there appear to be significant content inaccuracies, essential understandings, knowledge, or skills are not addressed, and opportunities to practice essential skills are not included.
- **Limited (1 or 2):** Limited connections between the standards and the lessons are noted, content appears to contain some inaccuracies or is not always clear, essential understandings, knowledge, or skills are not sufficiently addressed, and there is limited opportunity for students to practice essential skills.
- **Adequate (2 or 4):** Lessons are aligned with the standards, content appears accurate clear, and in sequential order, most of the essential understandings, knowledge, and skills are supported, and many opportunities are provided for students to practice essential skills.

The High-Quality Instructional Materials Review Rubric is comprised of three sections:

Gateway 1: Alignment to Standards - **This is a requirement for submission.**

→ Advance to Gateway 2 only if Gateway 1 has a score of at least **13/15 points**.

Gateway 2: Rigor and Instructional Practices - **This is a requirement for submission.**

→ Advance to Gateway 3 only if Gateway 2 has a score of at least **15 points**.

Gateway 3: Usability

GATEWAY 1

Alignment to Standards - This is a requirement for submission.

High-quality social studies materials are coherent and aligned to the *Mississippi College- and Career- Readiness Standards for Social Studies* and contain five content strands for each level of proficiency: history, civics, civil rights, economics, and geography. High-quality texts are the central focus of lessons, are age- and proficiency-level appropriate in complexity and are accompanied by quality tasks aligned to the *Mississippi College- and Career- Readiness Standards for Social Studies*. To determine the Gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

- Criterion 1.1 (1a – 1c): Alignment and Accuracy**
 Materials adequately address the *MCCRS for Social Studies*
- Criterion 1.2 (1d – 1h): Learning Progressions and Coherence**
 Materials attend to the learning progressions emphasized in the standards, so that the curriculum is coherent both within grades and across grade bands and are coherent and consistent with the progressions in the *MCCRS for Social Studies*.

Criterion 1.1: ALIGNMENT AND ACCURACY			
CRITERIA	INDICATORS OF SUPERIOR QUALITY	Guiding/Key Questions	SCORE
Materials adequately address the MCCRS for Social Studies. 12 possible points	1a. The instructional materials <u>assess</u> the grade level content <u>and, if applicable,</u> content from earlier grades. (4 points)	Does the curriculum support students in achieving proficiency for each standard?	0 2 4
	1b. Materials incorporate and develop historical thinking skills, such as causation, continuity and change, and comparison , as outlined in the MCCRS, guiding students in their ability to analyze historical events and trends. (4 points)	Does the instructional material prompt students to identify and understand the causes and effects of historical events and to analyze the continuity and change in historical trends over time ?	0 2 4
	1c. Materials include inquiry-based learning opportunities embedded within the materials, aligning with the MCCRS emphasis on inquiry and investigation, fostering students' curiosity and ability to	Do the materials foster students' curiosity and independence in exploring social studies concepts through inquiry-based learning?	0 2 4

	explore social studies concepts independently. (4 points)		
TOTAL SCORE CRITERION 1.1			
Meets: 10-12 Partially Meets: 7-9 Does Not Meet: 0-6			
Criterion 1.2: LEARNING PROGRESSIONS and COHERENCE			
CRITERIA	INDICATORS OF SUPERIOR QUALITY	Guiding/Key Questions	SCORE
<p>Each grade’s instructional materials are coherent and consistent with the progressions in the Standards.</p> <p>12 possible points 16 possible points (US History)</p>	<p>1d. Materials seamlessly integrate disciplinary literacy skills, such as sourcing, contextualization, and analysis of primary and secondary sources, in alignment with the MCCRS for Social Studies objectives. (4 points)</p>	<p>Do the materials guide students in the analysis of documents to foster their ability to extract information, perspectives, and insights from historical documents?</p>	0 2 4
	<p>1e. Materials content complexity aligns with the standards’ expectations for a deeper understanding of historical events, social and economic concepts, geography, and analytical skills. (2 points)</p>	<p>Do the materials systematically progress in presenting geography, inclusively represent diverse historical figures, emphasize developing civic competencies with increasing complexity, integrate historical thinking skills, and introduce economic concepts progressively for a comprehensive understanding of social studies?</p>	0 2 4
	<p>1f. Materials align with the development of 21st-century skills, including critical thinking, communication, collaboration, and technology literacy (2 points)</p>	<p>How are collaborative learning opportunities embedded within the materials that promote teamwork and interpersonal skills that align with the collaborative nature of 21st-century work environments?</p>	0 1 2
	<p>1g. Materials embedded with inquiry skills are consistently emphasized with the standards’ focus on critical thinking and</p>	<p>Do the materials provide opportunities for students to engage in deep inquiry, prompting them to question, analyze,</p>	0 1 2

	investigative approaches to historical and social studies topics. (2 points)	and investigate historical and social studies topics?	
	1h. US HISTORY (1877- Present) ONLY Materials align with the content and skills specified (e.g., causation, geographic understanding, economic systems, historical analysis) in standardized tests that prepare students for the specific question types assessed in the standardized tests. (4 points)	Do the materials provide specific exercises or activities to build and reinforce the specific skills (e.g., causation, geographic understanding, economic analysis) emphasized in standardized tests?	0 2 4
TOTAL SCORE CRITERION 1.2			
Meets: 10-12 Partially Meets: 7-9 Does Not Meet: 0-6			
Meets: 13-16 Partially Meets: 9-12 Does Not Meet: 0-8			

Gateway 1 Points AVAILABLE	Gateway 1 Points ACHIEVED	GATEWAY 1 RATING
24	Sum of points from Criterion 1.1 and 1.2	<input type="checkbox"/> Meets (score of 19-24 points) PROCEED TO GATEWAY 2 <input type="checkbox"/> Partially Meets (score of 13-18 points) PROCEED TO GATEWAY 2 <input type="checkbox"/> Does Not Meet (score of 0-12 points) STOP REVIEW
28 (US History)	Sum of points from Criterion 1.1 and 1.2	<input type="checkbox"/> Meets (score of 23-28 points) PROCEED TO GATEWAY 2 <input type="checkbox"/> Partially Meets (score of 15-22 points) PROCEED TO GATEWAY 2 <input type="checkbox"/> Does Not Meet (score of 0-14 points) STOP REVIEW

GATEWAY 2

Rigor and Instructional Practices - This is a requirement for submission.

Gateway 2 examines the way materials support students to meet the standards and rigorous expectations by giving appropriate attention to: **History, Civics/Citizenship, Civil Rights, Economics, and Geography.**

- Criterion 2.1 (2a – 2d): Student Learning**
 Materials identify ways in which materials are designed for each student’s regular and active participation in grade-level/grade band/series content.
- Criterion 2.2 (2e – 2h): Instructional Design**
 Materials align with student-centered practices and allow opportunities for students to explore content.

Criterion 2.1: STUDENT LEARNING			
CRITERIA	INDICATORS OF SUPERIOR QUALITY	Guiding/Key Questions	SCORE
Materials identify ways in which materials are designed for each student’s regular and active participation in grade-level/grade band/series content. 16 possible points	2a. Materials center a diversity of perspectives, voices, and narratives on the topic being studied. (4 points)	Do the materials provide opportunities to integrate local context, allowing students to apply social studies concepts to their communities?	0 2 4
	2b. Materials provide frequent opportunities for evidence-based debates and argumentative writing assignments that encourage students to actively participate in structured discussions. (4 points)	Do the materials provide opportunities for students to express their thoughts and ideas about social studies concepts that encourage critical thinking?	0 2 4
	2c. Materials provide activities for students to reflect critically on the content based on their own lived experiences and backgrounds and to apply social studies concepts to real-world scenarios, making the content relevant. (4 points)	Do the materials represent diverse perspectives, experiences, and cultures, ensuring that students see themselves reflected in the content?	0 2 4

	2d. Materials emphasize strategies for source analysis that prepare students for questions that require critical evaluation of historical documents, maps, charts, and other sources. (4 points)	Does the material integrate source analysis skills to ensure that students are equipped to critically evaluate historical documents, maps, charts, and other sources?	0 2 4
TOTAL SCORE CRITERION 2.1			
Meets: 13-16 Partially Meets: 9-12 Does Not Meet: 0-8			
Criterion 2.2 INSTRUCTIONAL DESIGN			
CRITERIA	INDICATORS OF SUPERIOR QUALITY	Guiding/Key Questions	SCORE
Materials align with student-centered practices and allow opportunities for students to explore content. 12 possible points	2e. Materials include authentic primary sources to allow students to actively engage with historical documents and artifacts in their exploration of social studies concepts. (4 points)	Do the primary sources align with the grade-level content and standards, ensuring that they are appropriate and relevant for students?	0 2 4
	2f. Materials (formative assessments) provide a detailed rationale for correct and incorrect answers to help students identify trends, monitor their own growth, and make data-informed decisions. (4 points)	Do the formative assessments provide detailed explanations for both correct and incorrect answers, and offer an analysis of trends in incorrect responses that enables students to pinpoint specific areas of challenges or misunderstanding?	0 2 4
	2g. Materials encourage and support students to generate their own inquiries and questions that promote a student-led approach to exploration and investigation in social studies. (2 points)	Do the materials provide opportunities for students to engage in independent inquiry projects or investigations that allow them to explore social studies content based on their own questions?	0 1 2
	2h. Materials incorporate a variety of multimodal resources , such as visuals, audio clips, and interactive elements,	Do the materials provide multimodal resources adapted to cater to diverse abilities, including students with varying	0 1 2

	catering to diverse learning preferences. (2 points)	levels of language proficiency, reading abilities, or sensory needs?	
TOTAL SCORE CRITERION 2.2			
Meets: 10-12 Partially Meets: 7-9 Does Not Meet: 0-6			

Gateway 2 Points AVAILABLE	Gateway 2 Points ACHIEVED	GATEWAY 2 RATING
28	Sum of points from Criterion 2.1 and 2.2	<input type="checkbox"/> Meets (score of 23-28 points) PROCEED TO GATEWAY 3 <input type="checkbox"/> Partially Meets (score of 15-22 points) PROCEED TO GATEWAY 3 <input type="checkbox"/> Does Not Meet (score of 0-14 points) STOP REVIEW

GATEWAY 3

Usability

Materials support teachers to fully utilize the curriculum understand the skills and learning of their students and support a range of learners. To determine the Gateway rating, educators use evidence from the instructional materials to score indicators related to each criterion.

- Criterion 3.1 (3a – 3d): Teacher Supports**
 Materials include resources for teachers to effectively plan and implement materials with integrity and to further develop their professional learning.
- Criterion 3.2 (3e – 3h): Assessment**
 Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed standards.
- Criterion 3.3 (3i – 3n): Student Supports**
 Materials designed for each student’s regular and active participation in grade-level/grade-band/series content.
- Criterion 3.4 (3o – 3r): Intentional Design**
 Materials are visually engaging and reference or integrate digital technology (when applicable), with guidance for teachers.

Criterion 3.1: TEACHER SUPPORTS			
CRITERIA	INDICATORS OF SUPERIOR QUALITY	Guiding/Key Questions	SCORE
Materials include resources for teachers to effectively plan and implement materials with integrity and to further develop their professional learning. 8 possible points	3a. Materials provide teacher guidance with useful annotations and suggestions for how to enact the student materials and ancillary materials, with specific attention to engaging students to guide their analytical problem-solving development. (2 points)	Do the annotations align with the MCCRS Social Studies objectives , providing teachers with a guide for student development in analytical problem-solving?	0 1 2
	3b. Materials include standards correlation information that explains the role of the standards in the context of the overall series. (2 points)	Does the correlation information provide a transparent and explicit link between the content and the MCCRS Social Studies?	0 1 2

	3c. Materials provide strategies for informing all stakeholders , including students, parents, or caregivers about the program and suggestions for how they can help support student progress and achievement. (2 points)	Are the materials explicit in how to communicate expectations to all stakeholders, ensuring that everyone understands the role they play in supporting student progress and achievement?	0 1 2
	3d. Materials provide a comprehensive list of supplies needed to support instructional activities. (2 points)	How practical, accessible, and feasible is the list of supplies for educators to obtain and use within their instructional settings?	0 1 2

TOTAL SCORE CRITERION 3.1
Meets: 7-8 | Partially Meets: 5-6 | Does Not Meet: 0-4

Criterion 3.2: ASSESSMENTS

CRITERIA	INDICATORS OF SUPERIOR QUALITY	Guiding/Key Questions	SCORE
Materials includes a system of assessments identifying how materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress towards the standards. 12 possible points	3e. Assessments are high quality, with questions that are standards-aligned, represent a range of disciplinary thinking, and require students to use their content knowledge, skills, practices, and/or provided sources. (2 points)	How closely do the assessment questions align with the MCCRS Social Studies ensuring a seamless connection between instruction and evaluation?	0 1 2
	3f. Assessment system provides multiple opportunities throughout the grade, course, and/or series to determine students' learning and sufficient guidance to teachers for interpreting student performance and suggestions for follow-up. (4 points)	How effectively does the assessment system guide teachers in determining follow-up actions based on student performance , including strategies for reteaching, enrichment, or additional support?	0 2 4
	3g. Assessments include opportunities for students to demonstrate the full intent of grade-level/course-level standards and practices across the series. (4 points)	How does the assessment system consider and measure students' growth over time, acknowledging that learning is a continuous and evolving process?	0 2 4

	3h. Assessments offer accommodations that allow students to demonstrate their knowledge and skills without changing the content of the assessment. (2 points)	How well do the assessments accommodate the creation of individualized accommodation plans for students , ensuring that specific needs and preferences are considered?	0 1 2
TOTAL SCORE CRITERION 3.2			
Meets: 10-12 Partially Meets: 7-9 Does Not Meet: 0-6			
Criterion 3.3: STUDENT SUPPORTS			
CRITERIA	INDICATORS OF SUPERIOR QUALITY	Guiding/Key Questions	SCORE
Materials designed for each student's regular and active participation in grade-level/grade-band/series content. 12 possible points	3i. Materials have a tool that fosters collaboration with special education teams, and support staff to ensure that accommodations can be effectively aligned with students' IEPs, 504s, IDEAs, etc. (2 points)	How does the assessment system facilitate collaboration between educators, special education teams, and other support staff to ensure that accommodations are aligned with students' individualized education plans?	0 1 2
	3j. Materials provide strategies and supports for students who read, write, and/or speak in a language other than English to regularly participate in learning grade-level social studies. (2 points)	How are language supports provided for English Language Learners (ELLs) within the material, and do they consider the varying language proficiency levels of students?	0 1 2
	3k. Materials provide a balance of images or information about people, representing various demographic and physical characteristics. (2 points)	Do the materials provide narratives, images, and stories that include diverse cultures?	0 1 2
	3l. Materials provide guidance to encourage teachers to draw upon students' cultural and social backgrounds to facilitate learning. (2 points)	How do the materials encourage teachers to draw connections between the curriculum content and students' everyday lives, ensuring that learning is relevant, relatable , and connected to students' cultural and social contexts?	0 1 2

	3m. Materials provide support for different reading levels to ensure accessibility for students. (2 points)	How well do the materials offer accessibility features such as Lexile Levels, audio versions, text-to-speech functionalities, or alternative text formats to support students with different reading abilities?	0 1 2
	3n. Materials provide interactive platforms that facilitate engagement and allow students to actively participate in discussions, collaborative projects, and interactive exercises. (2 points)	Do the materials facilitate student engagement through interactive features, discussion boards, collaborative projects , and exercises for meaningful participation in the learning process?	0 1 2
TOTAL SCORE CRITERION 3.3			
Meets: 10-12 Partially Meets: 7-9 Does Not Meet: 0-6			
Criterion 3.4: INTENTIONAL DESIGN			
CRITERIA	INDICATORS OF SUPERIOR QUALITY	Guiding/Key Questions	SCORE
Materials are visually engaging and references or integrates digital technology (when applicable), with guidance for teachers. 8 possible points	3o. Materials integrate technology such as interactive tools and supporting materials in ways that engage students in the grade-level/series standards, when applicable. (2 points)	Do the materials incorporate interactive tools that actively engage students in the learning process that fosters participation?	0 1 2
	3p. Materials include or reference digital technology that provides opportunities for teachers and/or students to collaborate with each other, when applicable. (2 points)	Do the digital technology features support real-time collaboration , allowing teachers and/or students to work together simultaneously?	0 1 2
	3q. The visual design (whether in print or digital) supports students in engaging disciplinary thinking with the subject. (2 points)	Do the visual elements integrate disciplinary concepts, providing visual representations that enhance students' understanding and application of key subject-specific ideas?	0 1 2

	3r. Materials provide teacher guidance for the use of embedded technology to support and enhance student learning, when applicable. (2 points)	Do the materials offer opportunities for teachers to enhance their proficiency in using embedded technology that promotes ongoing learning and skill development?	0 1 2
TOTAL SCORE CRITERION 3.4			
Meets: 7-8 Partially Meets: 5-6 Does Not Meet: 0-4			

Gateway 3 Points AVAILABLE	Gateway 3 Points ACHIEVED	GATEWAY 3 RATING
40	Sum of Criterion 3.1, 3.2, 3.3, and 3.4 points	<input type="checkbox"/> Meets (score of 35-40 points) <input type="checkbox"/> Partially Meets (score of 25-34 points) <input type="checkbox"/> Does Not Meet (score of 0-24 points)

TOTAL SCORE (Gateway 1, 2, and 3)			
GATEWAY 1	GATEWAY 2	GATEWAY 3	GRAND TOTAL
of 24/28 points	of 26 points	of 40 points	of 90/94 points