



# ORANGE UNIFIED SCHOOL DISTRICT

## Office of Curriculum & Instruction

### Instructional Materials Evaluation Rubric

Course/Subject: US HISTORY

Program Name: \_\_\_\_\_

Reviewer Name: \_\_\_\_\_

School Site: \_\_\_\_\_

Rate the program on each criterion by placing an X in the appropriate box:

P = Poor

F = Fair

G = Good

E = Excellent

#### Criterion 1: Content Alignment with Standards

Rate the program:	P	F	G	E
1. Content should enable students to demonstrate reasoning, reflection, and research skills.				
2. Standards must be included in their entirety in the student textbook/materials.				
3. Materials present accurate, detailed content, a variety of perspectives, and encourage student inquiry.				
4. Content is presented as a story well told, with continuity, narrative coherence and accounts for the controversies and issues of the time.				
5. Primary sources such as letters, diaries, documents and photographs are incorporated into the narrative to present an accurate and vivid picture of the way people saw themselves, their work, their ideas & values, their assumptions, and their fears and dreams.				
6. Materials present students with different perspectives, in order for them to understand the importance of reasoned debate and reliable evidence.				
7. Included genres of fiction/nonfiction literature of the specific historical period represent varied cultures, ethnic groups and provide meaningful connections to all core content standards.				
8. Materials include examples of women/men from different demographic groups who used learning/intelligence to make important contributions to democratic practices, society, and science/technology.				
9. Materials on religious subject matter are neutral; do not advocate one religion over another; do not include simulation or role playing of religious ceremonies or beliefs; do not include derogatory language about a religion or use examples from sacred texts or other religious literature that are derogatory, accusatory, or instill prejudice against any specific religions.				
10. Student writing assignments are aligned with the grade-level expectations in the California Common Core State Standards for English-Language Arts, and the Writing Standards for Literacy in History/Social Studies, and the California English Language Development Standards.				
11. Materials utilize biography to portray the experiences of men, women, children, and youths in addition to the roles/contributions of people from different demographic groups: <i>Native Americans, African Americans, Mexican Americans, Asian Americans, Pacific Islanders, European Americans, lesbian, gay, bisexual, and transgender Americans, persons with disabilities, and members of other ethnic and cultural groups to the total development of California and the USA (Ed Code 60040).</i>				
12. Materials emphasize America's multiethnic heritage and its contribution to this country's development while explaining how American civic values provide students with a foundation for understanding their rights and responsibilities.				

## Criterion 1: Content Alignment with Standards

Rate the program:	P	F	G	E
13. Materials give significant attention to the principles of morality, truth, justice, and patriotism and to a comprehension of the rights, duties, and dignity of American citizenship, inspiring an understanding of and a commitment to American ideals.				
14. Materials for studying the life and contributions of Martin Luther King Jr. and the civil rights movement shall be included where applicable.				
15. When appropriate to the topics being covered, materials highlight the life and contributions of Cesar Chavez, the history of the farm labor movement in the United States, and the role of immigrants, including Filipino Americans, in that movement.				
16. Materials emphasize the following themes: the expanding role of the federal government; the emergence of a modern corporate economy and the role of organized labor; the role of the federal government and Federal Reserve System in regulating the economy; the impact of technology on American society and culture; changes in racial, ethnic, and gender dynamics in American society; the movements toward equal rights for racial, ethnic, religious, and sexual minorities and women; and the rise of the United States as a major world power.				

## Criterion 2: Program Organization

Rate the program:	P	F	G	E
1. Provides structure for what students should learn at each grade level.				
2. Includes a detailed, expository narrative approach providing for in-depth study is the predominant writing mode and focuses on people and their ideas, thoughts, actions, conflicts, struggles, and achievements.				
3. Explanations are provided so that students clearly understand the likely causes of the events, the reasons the people and events are important, why things turned out as they did, and the connections of those results to events that followed.				
4. Narrative unifies/interrelates the facts, explanations, visual aids, maps, and literary selections included in the topic/unit.				
5. Each unit presents strategies for universal access, including ways in which to improve the vocabulary and reading and language skills of English learners in the context of history-social science.				
6. Materials support the development of academic vocabulary for all students and provide instruction and opportunities for student practice and application in key vocabulary.				

## Criterion 3: Assessment

Rate the program:	P	F	G	E
1. Progress-monitoring tools provide evidence of students' progress toward mastering the content.				
2. Summative assessments enable teachers to determine when students have achieved mastery of the content and skills outlined in the standards.				
3. Materials provide frequent assessments at strategic points of instruction by such means as pretests, unit tests, chapter tests, and summative tests.				
4. Materials assess students' progress toward meeting the instructional goals of history-social science through expository writing.				
5. Materials include analytical rubrics that are content-specific and provide an explanation of the use of the rubrics by teachers and students to evaluate and improve skills in writing, analysis, and the use of evidence.				

## Criterion 4: Universal Access

Rate the program:	P	F	G	E
1. Suggestions based on current and confirmed research for adapting the curriculum and the instruction to meet students' assessed special needs.				
2. Strategies to help students who are below grade level in reading, writing, speaking, and listening in English to understand the content.				
3. Suggestions for enriching the program/assignments for advanced learners by providing in depth, complex analysis of topics, independent reading/research, and emphasis on rigorous instructional challenges.				

## Criterion 5: Instructional Planning and Support

Rate the program:	P	F	G	E
1. Instructional materials provide a clear road map for teachers to follow when they are planning instruction.				
2. Instructional materials include a teacher-planning guide describing the relationships between the components of the program and how to use all the components to meet all the standards.				
3. Materials include suggestions for parents on how to support student achievement.				
4. Homework extends and reinforces classroom instruction and provides additional practice of skills that they have been taught.				
5. Materials discuss and address common misconceptions held by students.				
6. Instructional practices recommended in the materials are based on the standards and on current and confirmed research.				

## Summary

In your opinion, what is the overall quality of the program by category:

Content Alignment with Curriculum	P	F	G	E
Program Organization	P	F	G	E
Assessment	P	F	G	E

Universal Access	P	F	G	E
Instructional Planning and Support	P	F	G	E