

Eligibility for Review

Criterion	Indicator	Explanation
1. Scope of Materials	<p>a. Materials are designed as comprehensive resources designed for use with all students in a given class over the course of a year or semester. OR</p> <p>b. Materials address at least 50% of the content standards from <u>one topic</u>. OR</p> <p>c. Materials address content standards from <u>multiple topics within the same grade</u> and are intended to cover at least three weeks of instruction.</p>	<p>This criterion is evaluated on a Yes / No basis. Based on the results of this evaluation, materials are classed as either <i>core materials</i> or <i>supplemental materials</i>.</p> <ul style="list-style-type: none"> • Materials that receive “Yes” on indicator 1(a) are <i>core materials</i>; all core materials are <u>eligible</u> for further review. • Materials that receive “Yes” on indicator 1(b) or 1(c) are <i>supplemental materials</i>; supplemental materials <u>may be eligible</u> for further review depending on the priorities and goals of the particular review process. <p>Note: A suite of materials from a single publisher (e.g., a company who produces a Grade 1, Grade 2, and Grade 3 curriculum intended to work coherently together across multiple years) should be evaluated as a single entity.</p> <p>Note: “Topic” refers to the topics within the content standards of the 2018 History/Social Science Framework.</p>
Additional Information Gathered to Include in Final Report		<ul style="list-style-type: none"> • <i>Cost of materials</i> • <i>Availability of associated professional development</i> • <i>Alignment to specific focus areas (e.g. media literacy, culturally responsive instruction, student-led civics project, genocide education)</i>

Baseline Review

Criterion	Indicator	Explanation
1. Standards Alignment	a. Materials are aligned to grade-level standards for content.	<ul style="list-style-type: none"> • Lesson objectives and tasks are aligned to Massachusetts grades K-5 content standards (even if they are labeled for a different grade). <ul style="list-style-type: none"> • <i>Note: In the rest of this rubric, materials should be evaluated for their grade-appropriateness for the grade level in which their content appears in the Massachusetts Framework, even if they are labeled for a different grade.</i> • Materials, including texts and/or graphic sources, address content standards with an appropriate level of depth and complexity for the intended grade. • Content presented is factually accurate and reflects current scholarship. • For core materials: Materials cover a substantial majority of the content standards.
	b. Materials are aligned to <u>grade-level expectations</u> for history and social science practices.	<ul style="list-style-type: none"> • Tasks regularly engage students in grade-appropriate historical practices, including one or more* of the following: <ul style="list-style-type: none"> • Using and/or building an understanding of grade-appropriate civic knowledge, skills, and/or dispositions (PS 1). • Developing focused questions and contributing to the inquiry process (PS 2). • Gathering and summarizing information and data from multiple primary and secondary sources (PS 3); analyzing the purpose and point of view of sources (PS 4); and evaluating the credibility, accuracy, and relevance of sources (PS 5). • Arguing or explaining conclusions using valid reasoning and/or evidence (PS 6). • Working towards taking informed action by, e.g., engaging in respectful discussions with diverse peers; engaging in shared classroom decision-making; or examining how others have taken action to address local, regional, and global problems (PS 7). • *For core materials: Materials address a substantial majority of the practice standards.
	c. Materials are aligned to grade-level standards for literacy.	<ul style="list-style-type: none"> • Materials engage all students with a diversity of discipline-specific, grade-appropriate <u>sources</u> (e.g., texts, images, graphs, charts, maps). • Materials include discipline-specific, grade-appropriate <u>writing tasks</u> that ask students to write for a variety of purposes and audiences. • Materials include discipline-specific, grade-appropriate <u>listening and speaking tasks</u> that ask students to engage in active listening and academic discourse.
	d. For core materials only: Materials are designed to build students' knowledge and skills over time.	<ul style="list-style-type: none"> • Lessons and units build on previous understanding and prior knowledge, using this to connect content and concepts within and across grade-level courses. • Students have repeated opportunities to apply practice and literacy standards over time.

If materials do not meet expectations for Criterion 1, they do not move on to Criteria 2–4.

Baseline Review

2. Usability for Teachers	a. Materials support teachers with suggested classroom routines and structures for reading, writing, analysis, and discourse.	<p>For example:</p> <ul style="list-style-type: none"> • Routines are repeatedly used for tasks such as analyzing a source, responding to peer feedback, or generating questions about a historical phenomenon. • Structures (e.g., pair work, stations) might be designed to engage students in productive and democratic classroom discussions.
	b. Materials support teacher planning and preparation in order to use materials skillfully.	<ul style="list-style-type: none"> • The intended purpose of each lesson is clear. • Lessons and tasks can serve their intended purposes effectively, in the time allotted. • Materials provide descriptions of resources provided and preparation required for all lessons.
3. Baseline Expectations for Cultural Responsiveness	a. Materials present a diversity of stories and experiences.	<ul style="list-style-type: none"> • Materials avoid the presentation of history and social science as a singular narrative from dominant groups. • Materials include the voices, stories, perspectives, and/or experiences of a variety of different groups (e.g., across race, ethnicity, gender, sexuality, religion, dis/ability, class, etc.)
	b. Materials provide opportunities for students to apply a critical lens to the past.	<ul style="list-style-type: none"> • Materials include honest and informed discussions of prejudice, racism, and bigotry when these topics arise in the content standards.
	c. Materials provide opportunities for students to connect their learning to their own identity and experiences.	<ul style="list-style-type: none"> • Materials prompt connections between classroom learning and students’ identities, families, and/or communities outside of school.

Each criterion is rated from 1 to 3.

3: Meets Expectations – *Most or all evidence indicates high quality; little to none indicates low quality. Materials may not be perfect, but Massachusetts teachers and students would be well served and strongly supported by them.*

2: Partially Meets Expectations – *Some evidence indicates high quality, while some indicates low quality. Teachers in Massachusetts would benefit from having these materials but need to supplement or adapt them substantively to serve their students well.*

1: Does Not Meet Expectations – *Little to no evidence indicates high quality; most or all evidence indicates low quality. Materials would not substantively help Massachusetts teachers and students meet the state’s expectations for teaching and learning.*