

ESSENTIAL QUESTIONS				
Which instructional materials best support students' learning of the standards for social studies content and skills?	Which instructional materials best support social studies instructional best-practices?			
GUIDING QUESTIONS				
To what extent do lessons regularly feature tasks that engage students in reasoning, analysis, comparing multiple perspectives, and organizing information?	To what extent do materials incorporate the four social studies disciplines: economics, geography, history, and civics?	What supports do the teachers' editions provide for effective implementation for these lessons? Do they provide a range of suggestions for multiple types of learning activities?		
To what extent do materials provide teachers with strategies and materials for meeting the needs of a range of learners, including both struggling and advanced learners?	To what extent do materials suggest accommodations and modifications for English language learners that will support their regular and active participation in class?	To what extent do materials provide a balanced portrayal of various demographic and personal characteristics?		

SOCIAL STUDIES CONTENT	High	Adequate	Limited	No Evidence
Social studies content is aligned with the learning expectations of the VA SOLs and essential knowledge and skills indicated in the VDOE Social Studies Curriculum Framework, including the history and social science skills.	Social studies content is aligned with very few exceptions.	Social studies content is mostly aligned	Social studies content is somewhat aligned	Social studies content is not aligned with VA SOLs and/or knowledge and skills indicated in the VDOE curriculum framework.
The materials are focused and provide sufficient attention to the strands and topics identified in the standards for each grade and/or course.	Very focused with in-depth attention to critical course topics	Mostly focused with sufficient attention to critical course topics	Somewhat focused with adequate attention to critical course topics	Not focused with little attention to critical course topics
The development of students' thinking skills and social studies habits of mind receive explicit and regular attention.	Development of thinking skills and social studies habits of mind receives explicit and in-depth attention throughout the text.	Development of thinking skills and social studies habits of mind receives explicit and regular attention throughout most of the text.	Development of thinking skills and social studies habits of mind receives limited explicit attention throughout some of the text.	Development of thinking skills and social studies habits of mind receives no explicit or regular attention throughout the text.

<p>Social studies concepts and ideas are connected and interwoven across strands instead of studied in isolation, and include real world examples and connections.</p>	<p>Ideas are well-connected and interwoven across content strands throughout the text.</p>	<p>Ideas are connected and interwoven across content strands throughout most of the text.</p>	<p>Ideas are somewhat connected and interwoven across content strands throughout some of the text.</p>	<p>Ideas are not connected or interwoven across content strands.</p>
<p>Content presents multiple perspectives and reflects diverse viewpoints, with cultural competence.</p>	<p>Content strongly reflects the needs and diversity of ACPS.</p>	<p>Content contentmostly reflects the needs and diversity of ACPS.</p>	<p>Content somewhat reflects the needs and diversity of ACPS.</p>	<p>Content does not reflect the needs and diversity within ACPS.</p>
<p>STUDENT MATERIALS</p>	<p style="text-align: center;">High Adequate Limited No Evidence</p>			
<p>The student text fully supports SOLs in both wording and intent as well as provides for the ability to adjust to local curriculum goals.</p>	<p>Student text fully supports SOLs in both wording and intent.</p>	<p>Student text mostly supports SOLs in both wording and intent.</p>	<p>Student text somewhat supports SOLs in wording and/or intent.</p>	<p>Student text does not support SOLs in wording or intent.</p>
<p>The student text is well organized, visually appealing, and thoughtfully designed to engage the elementary learner.</p>	<p>The text is extremely well organized, visually appealing, and thoughtfully designed.</p>	<p>Text is well organized and, for the most part, visually appealing and thoughtfully designed.</p>	<p>The text is somewhat organized. Visual appeal and thoughtful design is limited.</p>	<p>The text is not well organized. There is little to no evidence of visual appeal or thoughtful design.</p>

The lessons are well organized, thoughtfully sequenced, and are easy for students to follow and understand.	Student lessons are extremely well-organized, thoughtfully sequenced, and easy to follow and understand.	Student lessons are mostly well-organized, thoughtfully sequences, and easy to follow and understand.	Student lessons are somewhat organized and thoughtfully sequenced. Some of the lessons are not easy to follow or understand.	There is little to no evidence of well-organized or thoughtfully sequenced student lessons. Most lessons are not easy for students to follow or understand.
Lessons are available digitally so all students have access to the same information.	All lessons are available digitally, and students will be able to access them with their Chromebooks and other devices.	Most lessons are available digitally, and students will be able to access them with their Chromebooks.	Some of the lessons are available digitally, but students will have difficulty accessing them with their Chromebooks.	There is little to no evidence that lessons are available digitally, and/or students are not able to access them with their Chromebooks.

INSTRUCTION	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center; width: 25%;">High</td> <td style="text-align: center; width: 25%;">Adequate</td> <td style="text-align: center; width: 25%;">Limited</td> <td style="text-align: center; width: 25%;">No Evidence</td> </tr> </table>				High	Adequate	Limited	No Evidence
High	Adequate	Limited	No Evidence					

Student experiences and activities foster the development of history and social science skills	With few exceptions, student experiences and activities foster the development of history and social science skills as a way of thinking in rich, meaningful ways.	Many student experiences and activities foster the development of history and social science skills as a way of thinking in rich, meaningful ways.	Some student experiences and activities foster the development of history and social science skills as a way of thinking in rich, meaningful ways.	There is little to no evidence of student experiences and/or activities that foster the development of history and social science skills as a way of thinking in meaningful ways.
Lessons promote classroom discourse by explicitly requiring students to share their thinking or use evidence.	Lessons consistently promote classroom discourse by explicitly requiring students to share their thinking or use evidence.	Many lessons promote classroom discourse by explicitly requiring students to share their thinking or use evidence.	Some lessons promote classroom discourse.	There is little to no evidence that lessons promote classroom discourse.

<p>Lessons involve the use of maps, primary sources, and other materials to promote reasoning and habits of mind.</p>	<p>Lessons involve the significant use of maps, primary sources, and other materials.</p>	<p>Most lessons involve the use of maps, primary sources, and other materials</p>	<p>Some lessons involve the use of maps, primary sources, and other materials</p>	<p>There is little to no evidence that lessons involve the use of maps, primary sources, and other materials</p>
<p>Activities promote student inquiry, reflection, critical thinking, problem solving, and sense-making.</p>	<p>Activities promote student inquiry, reflection, critical thinking, problem solving, and sense-making in meaning ways througout the course of each unit.</p>	<p>Most activities promote student inquiry, reflection, critical thinking, problem solving, and sense-making throughout the course of each unit.</p>	<p>Some activities promote student inquiry, reflection, critical thinking, problem solving, and/or sense-making.</p>	<p>There is little to no evidence of activities that promote student inquiry, reflection, critical thinking, problem solving and/or sense-making.</p>
<p>Each unit and lesson provides direction for adapting instructional activities to accommodate the needs of EL students, students with disabilities, advanced students, and other instructional needs.</p>	<p>All units and lessons provide direction for adapting instructional activities.</p>	<p>Most units and lessons provide direction for adapting instructional activities.</p>	<p>Some units and lessons provide direction for adapting instructional activities.</p>	<p>Units and lessons do not provide direction for adapting instructional activities.</p>

ASSESSMENT	High	Adequate	Limited	No Evidence
<p>Assessment tools (e.g., tasks, open-ended questions, texts) are provided for assessing student learning and informing instructional decision-making.</p>	<p>Assessment tools are of high quality and occur frequently throughout the units. They include a wide variety of open-ended questions/tasks that require higher-order thinking. They provide direction for teacher analysis and information to adjust instruction accordingly.</p>	<p>Assessment tools occur frequently throughout the units. They include open-ended questions/tasks that require higher-order thinking. They provide direction for teacher analysis and information to adjust instruction accordingly.</p>	<p>Assessment tools are included and provide some variety of open-ended questions/tasks that require higher-order thinking. They may provide direction for teacher analysis and information to adjust instruction accordingly.</p>	<p>Some assessment tools are included. They are limited in scope and do not require students to apply, analyze, or evaluate. They do not provide direction for teacher analysis or information to adjust instruction.</p>
<p>Assessment items are aligned with the content and cognitive level of the essential knowledge and skills listed in the VDOE Social Studies Curriculum Framework.</p>	<p>Assessment items are aligned with the content and cognitive level of all VDOE-listed essential knowledge and skills.</p>	<p>Most assessment items are aligned with the content and cognitive level of VDOE-listed essential knowledge and skills.</p>	<p>Some assessment items are aligned with the content and/or cognitive level of VDOE-listed essential knowledge and skills.</p>	<p>There is little to no evidence that assessment items are aligned with the content and/or cognitive level of VDOE-listed essential knowledge and skills.</p>
<p>Materials include a selection of meaningful inquiries and investigative tasks, practice with skills, and performance assessments.</p>	<p>Materials include a rich selection of meaningful problems, exercises, classwork, and performance tasks throughout each unit.</p>	<p>Materials include a selection of meaningful problems, exercises, classwork, and performance tasks throughout most units.</p>	<p>Materials include a limited selection of meaningful problems, exercises, classwork, and/or performance tasks.</p>	<p>There is little to no evidence of materials that include a selection of meaningful problems, exercises, classwork, and/or performance tasks.</p>

TEACHER MATERIALS	High	Adequate	Limited	No Evidence
Materials provide teachers with background information, suggestions for pacing, and provides for a variety of instructional strategies.	Materials provide teachers with extensive background information and suggestions for effective pacing. They also provide for a wide variety of instructional strategies.	Materials provide teachers with background information and suggestions for effective pacing. They also provide for a variety of instructional strategies.	Materials provide teachers with some background information and/or suggestions for effective pacing. They provide for a limited variety of instructional strategies.	There is little to no evidence that materials provide teachers with background information and/or suggestions for effective pacing. They do not provide for a wide variety of instructional strategies.
Lesson instruction contains leveled questions that guide teachers in developing social studies discourse in the classroom.	Lesson instruction contains a wide variety of leveled questions that guide teachers in developing social studies discourse.	Most lesson instruction includes a variety of leveled questions that guide teachers in developing social studies discourse.	Some lesson instruction contains leveled questions that guide teachers in developing social studies discourse.	There is little to no evidence that lesson instruction contains questions to guide teachers in developing social studies discourse.
The teacher edition is designed in a way that facilitates its use in the classroom and aids the teacher in delivering effective instruction.	TE is designed in a way that facilitates its meaningful use in the classroom and aids the teacher in delivering effective instruction.	TE is designed in a way that facilitates its use in the classroom and aids the teacher in delivering effective instruction.	TE is designed in a way that limits its meaningful use in the classroom and may or may not aid the teacher in delivering effective instruction.	There is little to no evidence that the TE is designed to facilitate its use in the classroom and/or aid the teacher in delivering effective instruction.
Teacher materials provide additional resources that can be used for differentiating student practice.	Teacher materials provide an extensive selection of additional resources that can be used for differentiating student practice.	Teacher materials provide a good selection of additional resources that can be used for differentiating student practice.	Teacher materials provide a limited selection of additional resources that can be used for differentiating student practice.	There is little to no evidence that teacher materials provide an extensive selection of additional resources that can be used for differentiating student practice.

Teacher materials link to available digital resources making planning and instructional delivery easy, efficient, and effective.	Teacher materials link to available digital resources making planning and instructional delivery easy, efficient, and effective.	Most teacher materials link to available digital resources making planning and instructional delivery easy, efficient, and effective.	Some teacher materials link to available digital resources making planning and instructional delivery easy, efficient, and effective.	There is little to no evidence that teacher materials link to available digital resources.
DIGITAL RESOURCES	High	Adequate	Limited	No Evidence
Digital Resources include a variety of multi-media formats in addition to the ability to edit/print classwork and assessments on demand.	Digital resources include a wide variety of multi-media formation in addition to the ability to edit/print classwork and assessments on demand.	Digital resources include a variety of multi-media formats in addition to the ability to edit/print most classwork and assessments on demand.	Digital resources include a limited variety of multi-media formats in addition to the ability to edit/print some classwork and/or assessments on demand.	There is little to no evidence that digital resources include a variety of multi-media formats in addition to the ability to edit/print classwork and/or assessments on demand.
The online student text is digitally interactive and can capture student work for remote monitoring by the teacher.	The online student text is digitally interactive in meaningful ways and can capture student work for remote monitoring by the teacher.	The online student text is digitally interactive and can capture most student work for remote monitoring by the teacher.	The online student text is somewhat interactive and can capture some student work for remote monitoring by the teacher.	The online text is not interactive and does not capture student work for remote monitoring by the teacher.
The website is easy to access, with all of the resources located in one place for convenience and ease of use.	The website is easy to access and provides for single sign-on through Clever and Canvas. All resources are in one place and easily accessible.	The math website is easy to access and provides for single sign-on through Clever and/or Canvas. Most resources are in one place and reasonably accessible.	The math website is easy to access but does not provide for single sign-on through Clever or Canvas. Resources are in multiple places and/or not easily accessible.	The math website is not easy to access, or there is no accompanying website. Resources are in multiple places and no easily accessible.
The website provides for integration with Powerschool, Canvas, and Clever.	The website provides for seamless integration with Powerschool, Canvas, and Clever.	The website provides for integration with Powerschool, Canvas, and Clever.	The website provides for limited integration with Powerschool, Canvas, and/or Clever.	The website does not provide for integration with Powerschool, Canvas, and/or Clever.

PROFESSIONAL DEVELOPMENT	High	Adequate	Limited	No Evidence
<p>Vendor will provide initial on-site professional development to familiarize teachers with the new materials, both print and electronic.</p>	<p>Initial on-site professional development familiarizes teachers with all aspects of the new materials, both print and electronic. Vendor will provide overall training and course-specific training to meet the needs of ACPS teachers.</p>	<p>Initial on-site professional development familiarizes teachers with most aspects of the new materials, both print and electronic. Vendor will provide overall training and/or course-specific training to meet the needs of the ACPS teachers.</p>	<p>Initial on-site professional development is limited in scope and introduces teachers to new materials, both print and electronic. Vendor will provide non course-specific to large groups of social studies teachers.</p>	<p>Vendor will not provide initial on-site professional development.</p>
<p>Vendor will provide additional on-site and/or web-based professional development to support the instructional integrity of the program's implementation.</p>	<p>Vendor will provide meaningful, in-depth, on-site and web-based professional development to support the instructional integrity of the program's implementation throughout the course of the school year.</p>	<p>Vendor will provide on-site and/or web-based professional development to support the instructional integrity of the program's implementation on at least three occasions during the school year.</p>	<p>Vendor will provide on-site and/or web-based professional development that supports the instructional integrity of the program's implementation one or two times during the school year.</p>	<p>Vendor will not provide on-site and/or web-based follow-up training.</p>

<p>Vendor will provide customized professional development for small groups and/or PLCs based on individual school, department, and course needs.</p>	<p>Vendor will work with Secondary social studies Instructional Specialist, and/or other district-designated specialists, to development course-specific professional development for small groups and/or school-based PLCs based on school department, and course needs.</p>	<p>Vendor will provide customized professional development for small groups and/or PLCs based on individual school, department, and or course needs.</p>	<p>Vendor will provide professional development for small groups and/or PLCs based on individual school, department, and/or needs.</p>	<p>Vendor will not provide professional development, customized or otherwise, for small groups and/or PLCs based on individual school, department, and/or course needs.</p>
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ESSENTIAL QUESTIONS				
Which instructional materials best support students' learning of the standards for social studies content and skills?	Which instructional materials best support social studies instructional best-practices?			
GUIDING QUESTIONS				
To what extent do lessons regularly feature tasks that engage students in reasoning, analysis, comparing multiple perspectives, and organizing information?	To what extent do materials incorporate the four social studies disciplines: economics, geography, history, and civics?	What supports do the teachers' editions provide for effective implementation for these lessons? Do they provide a range of suggestions for multiple types of learning activities?		
To what extent do materials provide teachers with strategies and materials for meeting the needs of a range of learners, including both struggling and advanced learners?	To what extent do materials suggest accommodations and modifications for English language learners that will support their regular and active participation in class?	To what extent do materials provide a balanced portrayal of various demographic and personal characteristics?		

SOCIAL STUDIES CONTENT	High	Adequate	Limited	No Evidence
Social studies content is aligned with the learning expectations of the VA SOLs and essential knowledge and skills indicated in the VDOE Social Studies Curriculum Framework, including the history and social science skills.	Social studies content is aligned with very few exceptions.	Social studies content is mostly aligned	Social studies content is somewhat aligned	Social studies content is not aligned with VA SOLs and/or knowledge and skills indicated in the VDOE curriculum framework.
The materials are focused and provide sufficient attention to the strands and topics identified in the standards for each grade and/or course.	Very focused with in-depth attention to critical course topics	Mostly focused with sufficient attention to critical course topics	Somewhat focused with adequate attention to critical course topics	Not focused with little attention to critical course topics
The development of students' thinking skills and social studies habits of mind receive explicit and regular attention.	Development of thinking skills and social studies habits of mind receives explicit and in-depth attention throughout the text.	Development of thinking skills and social studies habits of mind receives explicit and regular attention throughout most of the text.	Development of thinking skills and social studies habits of mind receives limited explicit attention throughout some of the text.	Development of thinking skills and social studies habits of mind receives no explicit or regular attention throughout the text.

<p>Social studies concepts and ideas are connected and interwoven across strands instead of studied in isolation, and include real world examples and connections.</p>	<p>Ideas are well-connected and interwoven across content strands throughout the text.</p>	<p>Ideas are connected and interwoven across content strands throughout most of the text.</p>	<p>Ideas are somewhat connected and interwoven across content strands throughout some of the text.</p>	<p>Ideas are not connected or interwoven across content strands.</p>
<p>Content presents multiple perspectives and reflects diverse viewpoints, with cultural competence.</p>	<p>Content strongly reflects the needs and diversity of ACPS.</p>	<p>Content contentmostly reflects the needs and diversity of ACPS.</p>	<p>Content somewhat reflects the needs and diversity of ACPS.</p>	<p>Content does not reflect the needs and diversity within ACPS.</p>
<p>STUDENT MATERIALS</p>	<p style="text-align: center;">High Adequate Limited No Evidence</p>			
<p>The student text fully supports SOLs in both wording and intent as well as provides for the ability to adjust to local curriculum goals.</p>	<p>Student text fully supports SOLs in both wording and intent.</p>	<p>Student text mostly supports SOLs in both wording and intent.</p>	<p>Student text somewhat supports SOLs in wording and/or intent.</p>	<p>Student text does not support SOLs in wording or intent.</p>
<p>The student text is well organized, visually appealing, and thoughtfully designed to engage the elementary learner.</p>	<p>The text is extremely well organized, visually appealing, and thoughtfully designed.</p>	<p>Text is well organized and, for the most part, visually appealing and thoughtfully designed.</p>	<p>The text is somewhat organized. Visual appeal and thoughtful design is limited.</p>	<p>The text is not well organized. There is little to no evidence of visual appeal or thoughtful design.</p>

<p>The lessons are well organized, thoughtfully sequenced, and are easy for students to follow and understand.</p>	<p>Student lessons are extremely well-organized, thoughtfully sequenced, and easy to follow and understand.</p>	<p>Student lessons are mostly well-organized, thoughtfully sequences, and easy to follow and understand.</p>	<p>Student lessons are somewhat organized and thoughtfully sequenced. Some of the lessons are not easy to follow or understand.</p>	<p>There is little to no evidence of well-organized or thoughtfully sequenced student lessons. Most lessons are not easy for students to follow or understand.</p>
<p>Lessons are available digitally so all students have access to the same information.</p>	<p>All lessons are available digitally, and students will be able to access them with their Chromebooks and other devices.</p>	<p>Most lessons are available digitally, and students will be able to access them with their Chromebooks.</p>	<p>Some of the lessons are available digitally, but students will have difficulty accessing them with their Chromebooks.</p>	<p>There is little to no evidence that lessons are available digitally, and/or students are not able to access them with their Chromebooks.</p>
<p>INSTRUCTION</p>	<p style="text-align: center;">High Adequate Limited No Evidence</p>			
<p>Student experiences and activities foster the development of history and social science skills</p>	<p>With few exceptions, student experiences and activities foster the development of history and social science skills as a way of thinking in rich, meaningful ways.</p>	<p>Many student experiences and activities foster the development of history and social science skills as a way of thinking in rich, meaningful ways.</p>	<p>Some student experiences and activities foster the development of history and social science skills as a way of thinking in rich, meaningful ways.</p>	<p>There is little to no evidence of student experiences and/or activities that foster the development of history and social science skills as a way of thinking in meaningful ways.</p>
<p>Lessons promote classroom discourse by explicitly requiring students to share their thinking or use evidence.</p>	<p>Lessons consistently promote classroom discourse by explicitly requiring students to share their thinking or use evidence.</p>	<p>Many lessons promote classroom discourse by explicitly requiring students to share their thinking or use evidence.</p>	<p>Some lessons promote classroom discourse.</p>	<p>There is little to no evidence that lessons promote classroom discourse.</p>

<p>Lessons involve the use of maps, primary sources, and other materials to promote reasoning and habits of mind.</p>	<p>Lessons involve the significant use of maps, primary sources, and other materials.</p>	<p>Most lessons involve the use of maps, primary sources, and other materials</p>	<p>Some lessons involve the use of maps, primary sources, and other materials</p>	<p>There is little to no evidence that lessons involve the use of maps, primary sources, and other materials</p>
<p>Activities promote student inquiry, reflection, critical thinking, problem solving, and sense-making.</p>	<p>Activities promote student inquiry, reflection, critical thinking, problem solving, and sense-making in meaning ways throughout the course of each unit.</p>	<p>Most activities promote student inquiry, reflection, critical thinking, problem solving, and sense-making throughout the course of each unit.</p>	<p>Some activities promote student inquiry, reflection, critical thinking, problem solving, and/or sense-making.</p>	<p>There is little to no evidence of activities that promote student inquiry, reflection, critical thinking, problem solving and/or sense-making.</p>
<p>Each unit and lesson provides direction for adapting instructional activities to accommodate the needs of EL students, students with disabilities, advanced students, and other instructional needs.</p>	<p>All units and lessons provide direction for adapting instructional activities.</p>	<p>Most units and lessons provide direction for adapting instructional activities.</p>	<p>Some units and lessons provide direction for adapting instructional activities.</p>	<p>Units and lessons do not provide direction for adapting instructional activities.</p>

ASSESSMENT	High	Adequate	Limited	No Evidence
Assessment tools (e.g., tasks, open-ended questions, texts) are provided for assessing student learning and informing instructional decision-making.	Assessment tools are of high quality and occur frequently throughout the units. They include a wide variety of open-ended questions/tasks that require higher-order thinking. They provide direction for teacher analysis and information to adjust instruction accordingly.	Assessment tools occur frequently throughout the units. They include open-ended questions/tasks that require higher-order thinking. They provide direction for teacher analysis and information to adjust instruction accordingly.	Assessment tools are included and provide some variety of open-ended questions/tasks that require higher-order thinking. They may provide direction for teacher analysis and information to adjust instruction accordingly.	Some assessment tools are included. They are limited in scope and do not require students to apply, analyze, or evaluate. They do not provide direction for teacher analysis or information to adjust instruction.
Assessment items are aligned with the content and cognitive level of the essential knowledge and skills listed in the VDOE Social Studies Curriculum Framework.	Assessment items are aligned with the content and cognitive level of all VDOE-listed essential knowledge and skills.	Most assessment items are aligned with the content and cognitive level of VDOE-listed essential knowledge and skills.	Some assessment items are aligned with the content and/or cognitive level of VDOE-listed essential knowledge and skills.	There is little to no evidence that assessment items are aligned with the content and/or cognitive level of VDOE-listed essential knowledge and skills.
Materials include a selection of meaningful inquiries and investigative tasks, practice with skills, and performance assessments.	Materials include a rich selection of meaningful problems, exercises, classwork, and performance tasks throughout each unit.	Materials include a selection of meaningful problems, exercises, classwork, and performance tasks throughout most units.	Materials include a limited selection of meaningful problems, exercises, classwork, and/or performance tasks.	There is little to no evidence of materials that include a selection of meaningful problems, exercises, classwork, and/or performance tasks.

TEACHER MATERIALS	High	Adequate	Limited	No Evidence
Materials provide teachers with background information, suggestions for pacing, and provides for a variety of instructional strategies.	Materials provide teachers with extensive background information and suggestions for effective pacing. They also provide for a wide variety of instructional strategies.	Materials provide teachers with background information and suggestions for effective pacing. They also provide for a variety of instructional strategies.	Materials provide teachers with some background information and/or suggestions for effective pacing. They provide for a limited variety of instructional strategies.	There is little to no evidence that materials provide teachers with background information and/or suggestions for effective pacing. They do not provide for a wide variety of instructional strategies.
Lesson instruction contains leveled questions that guide teachers in developing social studies discourse in the classroom.	Lesson instruction contains a wide variety of leveled questions that guide teachers in developing social studies discourse.	Most lesson instruction includes a variety of leveled questions that guide teachers in developing social studies discourse.	Some lesson instruction contains leveled questions that guide teachers in developing social studies discourse.	There is little to no evidence that lesson instruction contains questions to guide teachers in developing social studies discourse.
The teacher edition is designed in a way that facilitates its use in the classroom and aids the teacher in delivering effective instruction.	TE is designed in a way that facilitates its meaningful use in the classroom and aids the teacher in delivering effective instruction.	TE is designed in a way that facilitates its use in the classroom and aids the teacher in delivering effective instruction.	TE is designed in a way that limits its meaningful use in the classroom and may or may not aid the teacher in delivering effective instruction.	There is little to no evidence that the TE is designed to facilitate its use in the classroom and/or aid the teacher in delivering effective instruction.
Teacher materials provide additional resources that can be used for differentiating student practice.	Teacher materials provide an extensive selection of additional resources that can be used for differentiating student practice.	Teacher materials provide a good selection of additional resources that can be used for differentiating student practice.	Teacher materials provide an limited selection of additional resources that can be used for differentiating student practice.	There is little to no evidence that teacher materials provide an extensive selection of additional resources that can be used for differentiating student practice.

<p>Teacher materials link to available digital resources making planning and instructional delivery easy, efficient, and effective.</p>	<p>Teacher materials link to available digital resources making planning and instructional delivery easy, efficient, and effective.</p>	<p>Most teacher materials link to available digital resources making planning and instructional delivery easy, efficient, and effective.</p>	<p>Some teacher materials link to available digital resources making planning and instructional delivery easy, efficient, and effective.</p>	<p>There is little to no evidence that teacher materials link to available digital resources.</p>
<p>DIGITAL RESOURCES</p>	<p>High</p>	<p>Adequate</p>	<p>Limited</p>	<p>No Evidence</p>
<p>Digital Resources include a variety of multi-media formats in addition to the ability to edit/print classwork and assessments on demand.</p>	<p>Digital resources include a wide variety of multi-media formation in addition to the ability to edit/print classwork and assessments on demand.</p>	<p>Digital resources include a variety of multi-media formats in addition to the ability to edit/print most classwork and assessments on demand.</p>	<p>Digital resources include a limited variety of multi-media formats in addition to the ability to edit/print some classwork and/or assessments on demand.</p>	<p>There is little to no evidence that digital resources include a variety of multi-media formats in addition to the ability to edit/print classwork and/or assessments on demand.</p>
<p>The online student text is digitally interactive and can capture student work for remote monitoring by the teacher.</p>	<p>The online student text is digitally interactive in meaningful ways and can capture student work for remote monitoring by the teacher.</p>	<p>The online student text is digitally interactive and can capture most student work for remote monitoring by the teacher.</p>	<p>The online student text is somewhat interactive and can capture some student work for remote monitoring by the teacher.</p>	<p>The online text is not interactive and does not capture student work for remote monitoring by the teacher.</p>
<p>The website is easy to access, with all of the resources located in one place for convenience and ease of use.</p>	<p>The math website is easy to access and provides for single sign-on through Clever and Canvas. All resources are in one place and easily accessible.</p>	<p>The math website is easy to access and provides for single sign-on through Clever and/or Canvas. Most resources are in one place and reasonably accessible.</p>	<p>The math website is easy to access but does not provide for single sign-on through Clever or Canvas. Resources are in multiple places and/or not easily accessible.</p>	<p>The math website is not easy to access, or there is no accompanying website. Resources are in multiple places and no easily accessible.</p>

<p>The website provides for integration with Powerschool, Canvas, and Clever.</p>	<p>The math website provides for seamless integration with Powerschool, Canvas, and Clever.</p>	<p>The math website provides for integration with Powerschool, Canvas, and Clever.</p>	<p>The math website provides for limited integration with Powerschool, Canvas, and/or Clever.</p>	<p>The math website does not provide for integration with Powerschool, Canvas, and/or Clever.</p>
<p>PROFESSIONAL DEVELOPMENT</p>	<p style="text-align: center;">High Adequate Limited No Evidence</p>			
<p>Vendor will provide initial on-site professional development to familiarize teachers with the new materials, both print and electronic.</p>	<p>Initial on-site professional development familiarizes teachers with all aspects of the new materials, both print and electronic. Vendor will provide overall training and course-specific training to meet the needs of ACPS teachers.</p>	<p>Initial on-site professional development familiarizes teachers with most aspects of the new materials, both print and electronic. Vendor will provide overall training and/or course-specific training to meet the needs of the ACPS teachers.</p>	<p>Initial on-site professional development is limited in scope and introduces teachers to new materials, both print and electronic. Vendor will provide non course-specific to large groups of social studies teachers.</p>	<p>Vendor will not provide initial on-site professional development.</p>
<p>Vendor will provide additional on-site and/or web-based professional development to support the instructional integrity of the program's implementation.</p>	<p>Vendor will provide meaningful, in-depth, on-site and web-based professional development to support the instructional integrity of the program's implementation throughout the course of the school year.</p>	<p>Vendor will provide on-site and/or web-based professional development to support the instructional integrity of the program's implementation on at least three occasions during the school year.</p>	<p>Vendor will provide on-site and/or web-based professional development that supports the instructional integrity of the program's implementation one or two times during the school year.</p>	<p>Vendor will not provide on-site and/or web-based follow-up training.</p>

<p>Vendor will provide customized professional development for small groups and/or PLCs based on individual school, department, and course needs.</p>	<p>Vendor will work with Secondary social studies Instructional Specialist, and/or other district-designated specialists, to development course-specific professional development for small groups and/or school-based PLCs based on school department, and course needs.</p>	<p>Vendor will provide customized professional development for small groups and/or PLCs based on individual school, department, and or course needs.</p>	<p>Vendor will provide professional development for small groups and/or PLCs based on individual school, department, and/or needs.</p>	<p>Vendor will not provide professional development, customized or otherwise, for small groups and/or PLCs based on individual school, department, and/or course needs.</p>
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