ESSENTIAL QUESTIONS			
Which instructional	Which instructional materials		
materials best support	best support social studies		
students' learning of the	instructional best-practices?		
standards for social studies			
content and skills?			
GUIDING QUESTIONS			
To what extent do lessons	To what extent do materials	What supports do the	
regularly feature tasks that	incorporate the four social	teachers' editions provide	
engage students in	studies disciplines: economics,	for effective implementation	
reasoning, analysis,	geography, history, and civics?	for these lessons? Do they	
comparing multiple		provide a range of	
perspectives, and organizing		suggestions for multiple	
information?		types of learning activities?	
	To what extent do materials	To what extent do materials	
provide teachers with	suggest accommodations and	provide a balanced portrayal	
	modifications for English	of various demographic and	
meeting the needs of a	0 0	personal characteristics?	
	support their regular and		
both struggling and	active participation in class?		
advanced learners?			

SOCIAL STUDIES CONTENT	High	Adequate	Limited	No Evidence
	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.
	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
students' thinking skills and social studies habits of mind receive explicit and regular	Development of thinking skills and social studies habits of mind receives explicit and indepth attention throughout 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.

Social studies concepts and	Ideas are well-connected and	Ideas are connected and	Ideas are somewhat connected	Ideas are not connected or
ideas are connected and	interwoven across content	interwoven across content	and interwoven across content	interwoven across content strands.
interwoven across strands	strands throughout the text.	strands throughout most of	strands throughout some of the	
instead of studied in		the text.	text.	
isolation, and include real				
world examples and				
connections.				
Content presents multiple	Content strongly reflects the	Content contentmostly		Content does not reflect the needs
perspectives and reflects	needs and diversity of ACPS.	reflects the needs and	needs and diversity of ACPS.	and diversity within ACPS.
diverse viewpoints, with		diversity of ACPS.		
cultural competence.				
CTUDENT NAATEDIALC	11: -1-	A al a a a 4 a	1 : : L a al	No Fridance
STUDENT MATERIALS	High	Adequate	Limited	No Evidence
STUDENT MATERIALS The student text fully	•	<u> </u>	Limited Student text somewhat	
The student text fully	Student text fully supports	Student text mostly supports	Student text somewhat	Student text does not support SOLs in
	•	<u> </u>		
The student text fully supports SOLs in both	Student text fully supports SOLs in both wording and intent.	Student text mostly supports SOLs in both wording and	Student text somewhat supports SOLs in wording	Student text does not support SOLs in
The student text fully supports SOLs in both wording and intent as well	Student text fully supports SOLs in both wording and intent.	Student text mostly supports SOLs in both wording and	Student text somewhat supports SOLs in wording	Student text does not support SOLs in
The student text fully supports SOLs in both wording and intent as well as provides for the ability to	Student text fully supports SOLs in both wording and intent.	Student text mostly supports SOLs in both wording and	Student text somewhat supports SOLs in wording	Student text does not support SOLs in
The student text fully supports SOLs in both wording and intent as well as provides for the ability to adjust to local curriculum	Student text fully supports SOLs in both wording and intent.	Student text mostly supports SOLs in both wording and intent.	Student text somewhat supports SOLs in wording and/or intent.	Student text does not support SOLs in
The student text fully supports SOLs in both wording and intent as well as provides for the ability to adjust to local curriculum goals.	Student text fully supports SOLs in both wording and intent.	Student text mostly supports SOLs in both wording and intent.	Student text somewhat supports SOLs in wording and/or intent.	Student text does not support SOLs in wording or intent.
The student text fully supports SOLs in both wording and intent as well as provides for the ability to adjust to local curriculum goals. The student text is well	Student text fully supports SOLs in both wording and intent. The text is extremely well	Student text mostly supports SOLs in both wording and intent. Text is well organized and, for	Student text somewhat supports SOLs in wording and/or intent. The text is somewhat organized.	Student text does not support SOLs in wording or intent. The text is not well organized. There
The student text fully supports SOLs in both wording and intent as well as provides for the ability to adjust to local curriculum goals. The student text is well organized, visually	Student text fully supports SOLs in both wording and intent. The text is extremely well organized, visually appealing,	Student text mostly supports SOLs in both wording and intent. Text is well organized and, for the most part, visually	Student text somewhat supports SOLs in wording and/or intent. The text is somewhat organized. Visual appeal and thoughtful	Student text does not support SOLs in wording or intent. The text is not well organized. There is little to no evidence of visual
The student text fully supports SOLs in both wording and intent as well as provides for the ability to adjust to local curriculum goals. The student text is well organized, visually appealing, and thoughtfully	Student text fully supports SOLs in both wording and intent. The text is extremely well organized, visually appealing,	Student text mostly supports SOLs in both wording and intent. Text is well organized and, for the most part, visually appealing and thoughtfully	Student text somewhat supports SOLs in wording and/or intent. The text is somewhat organized. Visual appeal and thoughtful	Student text does not support SOLs in wording or intent. The text is not well organized. There is little to no evidence of visual

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

	•	1	•	
Lessons involve the use of	Lessons involve the significant	Most lessons involve the use	Some lessons involve the use of	There is little to no evidence that
maps, primary sources, and	use of maps, primary sources,	of maps, primary sources,	maps, primary sources, and	lessons involve the use of maps,
other materials to promote	and other materials.	and other materials	other materials	primary sources, and other materials
reasoning and habits of				
mind.				
Activities promote student	Activities promote student	Most activities promote	Some activities promote	There is little to no evidence of
inquiry, reflection, critical	inquiry, reflection, critical	student inquiry, reflection,	student inquiry, reflection,	activities that promote student
thinking, problem solving,	thinking, problem solving, and	critical thinking, problem	critical thinking, problem	inquiry, reflection, critical thinking,
and sense-making.	sense-making in meaning ways		solving, and/or sense-making.	problem solving and/or sense-
	througout the course of each	throughout the course of		making.
	unit.	each unit.		
Each unit and lesson	All units and lessons provide	Most units and lessons	Some units and lessons provide	Units and lessons do not provide
provides direction for	direction for adapting	provide direction for	direction for adapting	direction for adapting instructional
adapting instructional	instructional activities.	adapting instructional	instructional activities.	activities.
activities to accommodate		activities.		
the needs of EL students,				
students with disabilities,				
advanced students, and				
other instructional needs.				
and actional needs.				
	<u>l</u>		1	

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 openended 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 openended 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.	•	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
with background information, suggestions for	Materials provide teachers with extensive background information and suggestions for effective pacing. They also provide for a wide variety of instructional strategies.	and suggestions for effective	some background information	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 it 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.

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

PROFESSIONAL DEVELOPMENT	High	Adequate	Limited	No Evidence
Vendor will provide initial	Initial on-site professional	Initial on-site professional	Initial on-site professional	Vendor will not provide initial on-site
on-site professional	development familiarizes	development familiarizes	1	professional development.
development to familiarize	teachers with all aspects of the	· ·	and introduces teachers to new	
teachers with the new	new materials, both print and	of the new materials, both	materials, both print and	
materials, both print and	electronic. Vendor will provide	print and electronic. Vendor	electronic. Vendor will provide	
electronic.	overall training and course- specific training to meet the needs of ACPS teachers.	will provide overall training and/or course-specific training to meet the needs of the ACPS teachers.	non course-specific to large groups of social studies teachers.	
Vendor will provide	Vendor will provide	Vendor will provide on-site	Vendor will provide on-site	Vendor will not provide on-site
additional on-site and/or	meaningful, in-depth, on-site	and/or web-based	and/or web-based professional	and/or web-based follow-up training.
web-based professional	and web-based professional	professional development to	development that supports the	
development to support the	development to support the	support the instructional	instructional integrity of the	
instructional integrity of the	instructional integrity of the	integrity of the program's	program's implementation one	
program's implementation.	program's implementation	implementation on at least	or two times during the school	
	throughout the course of the	three occasions during the	year.	
	school year.	school year.		

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

ESSENTIAL QUESTION	NS		
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 fo 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 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 no explicit or regular attention throughout the text.

Social studies concepts	Ideas are well-connected	Ideas are connected and	Ideas are somewhat	Ideas are not connected or
and ideas are connected	and interwoven across	interwoven across	connected and interwoven	interwoven across content
and interwoven across	content strands throughout	content strands	across content strands	strands.
strands instead of studied	the text.	throughout most of the	throughout some of the text.	
in isolation, and include		text.		
real world examples and				
connections.				
Content presents multiple	Content strongly reflects the	Content contentmostly	Content somewhat reflects	Content does not reflect the
perspectives and reflects	needs and diversity of ACPS.	reflects the needs and	the needs and diversity of	needs and diversity within ACPS.
diverse viewpoints, with		diversity of ACPS.	ACPS.	
cultural competence.				
STUDENT	112.1		1.1	N. E. M.
STUDENT MATERIALS	High	Adequate	Limited	No Evidence
MATERIALS	· ·	•	Limited Student text somewhat	
MATERIALS The student text fully	Student text fully supports	Student text mostly	Student text somewhat	Student text does not support
MATERIALS The student text fully supports SOLs in both	· ·	Student text mostly supports SOLs in both	Student text somewhat supports SOLs in wording	
MATERIALS The student text fully	Student text fully supports SOLs in both wording and	Student text mostly	Student text somewhat	Student text does not support
MATERIALS The student text fully supports SOLs in both wording and intent as	Student text fully supports SOLs in both wording and	Student text mostly supports SOLs in both	Student text somewhat supports SOLs in wording	Student text does not support
MATERIALS The student text fully supports SOLs in both wording and intent as well as provides for the	Student text fully supports SOLs in both wording and	Student text mostly supports SOLs in both	Student text somewhat supports SOLs in wording	Student text does not support
MATERIALS The student text fully supports SOLs in both wording and intent as well as provides for the ability to adjust to local	Student text fully supports SOLs in both wording and	Student text mostly supports SOLs in both	Student text somewhat supports SOLs in wording	Student text does not support
MATERIALS The student text fully supports SOLs in both wording and intent as well as provides for the ability to adjust to local curriculum goals.	Student text fully supports SOLs in both wording and intent.	Student text mostly supports SOLs in both wording and intent.	Student text somewhat supports SOLs in wording and/or intent.	Student text does not support SOLs in wording or intent.
MATERIALS The student text fully supports SOLs in both wording and intent as well as provides for the ability to adjust to local curriculum goals. The student text is well	Student text fully supports SOLs in both wording and intent. The text is extremely well	Student text mostly supports SOLs in both wording and intent. Text is well organized	Student text somewhat supports SOLs in wording and/or intent. The text is somewhat	Student text does not support SOLs in wording or intent. The text is not well organized.
MATERIALS The student text fully supports SOLs in both wording and intent as well as provides for the ability to adjust to local curriculum goals. The student text is well organized, visually	Student text fully supports SOLs in both wording and intent. The text is extremely well organized, visually	Student text mostly supports SOLs in both wording and intent. Text is well organized and, for the most part,	Student text somewhat supports SOLs in wording and/or intent. The text is somewhat organized. Visual appeal and	Student text does not support SOLs in wording or intent. The text is not well organized. There is little to no evidence of
MATERIALS The student text fully supports SOLs in both wording and intent as well as provides for the ability to adjust to local curriculum goals. The student text is well organized, visually appealing, and	Student text fully supports SOLs in both wording and intent. The text is extremely well organized, visually appealing, and thoughtfully	Student text mostly supports SOLs in both wording and intent. Text is well organized and, for the most part, visually appealing and	Student text somewhat supports SOLs in wording and/or intent. The text is somewhat organized. Visual appeal and	Student text does not support SOLs in wording or intent. The text is not well organized. There is little to no evidence of visual appeal or thoughtful

ı				
The lessons are well	Student lessons are	Student lessons are	Student lessons are	There is little to no evidence of
organized, thoughtfully	extremely well-organized,	mostly well-organized,	somewhat organized and	well-organized or thoughtfully
sequenced, and are easy	thoughtfully sequenced, and	thoughtfully sequences,	thoughtfully sequenced.	sequenced student lessons. Most
for students to follow and	easy to follow and	and easy to follow and	Some of the lessons are not	lessons are not easy for students
understand.	understand.	understand.	easy to follow or understand.	to follow or understand.
Lessons are available	All lessons are available	Most lessons are	Some of the lessons are	There is little to no evidence that
digitally so all students	digitally, and students will	available digitally, and	available digitally, but	lessons are available digitally,
have access to the same	be able to access them with	students will be able to	students will have difficulty	and/or students are not able to
information.	their Chromebooks and	access them with their	accessing them with their	access them with their
	other devices.	Chromebooks.	Chromebooks.	Chromebooks.
	1.12 . 1.	A.I.,		N. 5 '.l
INSTRUCTION	High	Adequate	Limited	No Evidence
Student experiences and	With few exceptions,	Many student	Some student experiences	There is little to no evidence of
Student experiences and activities foster the	With few exceptions, student experiences and	Many student experiences and	Some student experiences and activities foster the	There is little to no evidence of student experiences and/or
•	•	· ·	· ·	
activities foster the	student experiences and activities foster the	experiences and	and activities foster the	student experiences and/or
activities foster the development of history	student experiences and activities foster the	experiences and activities foster the	and activities foster the development of history and	student experiences and/or activities that foster the
activities foster the development of history	student experiences and activities foster the development of history and	experiences and activities foster the development of history	and activities foster the development of history and social science skills as a way	student experiences and/or activities that foster the development of history and
activities foster the development of history	student experiences and activities foster the development of history and social science skills as a way	experiences and activities foster the development of history and social science skills	and activities foster the development of history and social science skills as a way of thinking in rich, meaningful	student experiences and/or activities that foster the development of history and social science skills as a way of
activities foster the development of history	student experiences and activities foster the development of history and social science skills as a way of thinking in rich,	experiences and activities foster the development of history and social science skills as a way of thinking in	and activities foster the development of history and social science skills as a way of thinking in rich, meaningful	student experiences and/or activities that foster the development of history and social science skills as a way of
activities foster the development of history	student experiences and activities foster the development of history and social science skills as a way of thinking in rich,	experiences and activities foster the development of history and social science skills as a way of thinking in	and activities foster the development of history and social science skills as a way of thinking in rich, meaningful	student experiences and/or activities that foster the development of history and social science skills as a way of
activities foster the development of history and social science skills	student experiences and activities foster the development of history and social science skills as a way of thinking in rich, meaningful ways.	experiences and activities foster the development of history and social science skills as a way of thinking in rich, meaningful ways.	and activities foster the development of history and social science skills as a way of thinking in rich, meaningful ways.	student experiences and/or activities that foster the development of history and social science skills as a way of thinking in meaningful ways.
activities foster the development of history and social science skills Lessons promote	student experiences and activities foster the development of history and social science skills as a way of thinking in rich, meaningful ways. Lessons consistently	experiences and activities foster the development of history and social science skills as a way of thinking in rich, meaningful ways. Many lessons promote	and activities foster the development of history and social science skills as a way of thinking in rich, meaningful ways. Some lessons promote	student experiences and/or activities that foster the development of history and social science skills as a way of thinking in meaningful ways. There is little to no evidence that
activities foster the development of history and social science skills Lessons promote classroom discourse by	student experiences and activities foster the development of history and social science skills as a way of thinking in rich, meaningful ways. Lessons consistently promote classroom discourse by explicitly	experiences and activities foster the development of history and social science skills as a way of thinking in rich, meaningful ways. Many lessons promote classroom discourse by	and activities foster the development of history and social science skills as a way of thinking in rich, meaningful ways. Some lessons promote	student experiences and/or activities that foster the development of history and social science skills as a way of thinking in meaningful ways. There is little to no evidence that lessons promote classroom
activities foster the development of history and social science skills Lessons promote classroom discourse by explicitly requiring	student experiences and activities foster the development of history and social science skills as a way of thinking in rich, meaningful ways. Lessons consistently promote classroom discourse by explicitly	experiences and activities foster the development of history and social science skills as a way of thinking in rich, meaningful ways. Many lessons promote classroom discourse by explicitly requiring	and activities foster the development of history and social science skills as a way of thinking in rich, meaningful ways. Some lessons promote classroom discourse.	student experiences and/or activities that foster the development of history and social science skills as a way of thinking in meaningful ways. There is little to no evidence that lessons promote classroom
activities foster the development of history and social science skills Lessons promote classroom discourse by explicitly requiring students to share their	student experiences and activities foster the development of history and social science skills as a way of thinking in rich, meaningful ways. Lessons consistently promote classroom discourse by explicitly requiring students to share	experiences and activities foster the development of history and social science skills as a way of thinking in rich, meaningful ways. Many lessons promote classroom discourse by explicitly requiring students to share their	and activities foster the development of history and social science skills as a way of thinking in rich, meaningful ways. Some lessons promote classroom discourse.	student experiences and/or activities that foster the development of history and social science skills as a way of thinking in meaningful ways. There is little to no evidence that lessons promote classroom
activities foster the development of history and social science skills Lessons promote classroom discourse by explicitly requiring students to share their	student experiences and activities foster the development of history and social science skills as a way of thinking in rich, meaningful ways. Lessons consistently promote classroom discourse by explicitly requiring students to share their thinking or use	experiences and activities foster the development of history and social science skills as a way of thinking in rich, meaningful ways. Many lessons promote classroom discourse by explicitly requiring students to share their	and activities foster the development of history and social science skills as a way of thinking in rich, meaningful ways. Some lessons promote classroom discourse.	student experiences and/or activities that foster the development of history and social science skills as a way of thinking in meaningful ways. There is little to no evidence that lessons promote classroom
activities foster the development of history and social science skills Lessons promote classroom discourse by explicitly requiring students to share their	student experiences and activities foster the development of history and social science skills as a way of thinking in rich, meaningful ways. Lessons consistently promote classroom discourse by explicitly requiring students to share their thinking or use	experiences and activities foster the development of history and social science skills as a way of thinking in rich, meaningful ways. Many lessons promote classroom discourse by explicitly requiring students to share their	and activities foster the development of history and social science skills as a way of thinking in rich, meaningful ways. Some lessons promote classroom discourse.	student experiences and/or activities that foster the development of history and social science skills as a way of thinking in meaningful ways. There is little to no evidence that lessons promote classroom

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

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.	frequently throughout the units. They include open-ended questions/tasks that require higher-order thinking. They provide	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.	and suggestions for effective pacing. They	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.	includes a variety of leveled questions that	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 it 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.

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 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.	The math website is easy to access and provides for single signon 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.

integration with	development familiarizes teachers with all aspects of the new materials, both print and electronic. Vendor will provide overall training	with Powerschool, Canvas, and Clever. Adequate Initial on-site professional development familiarizes teachers	The math website provides for limited integration with Powerschool, Canvas, and/or Clever. Limited 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.	The math website does not provide for integration with Powerschool, Canvas, and/or Clever. No Evidence Vendor will not provide initial onsite professional development.
Vendor will provide additional on-site and/or web-based professional development to support the instructional integrity of the program's implementation.	Vendor will provide meaningful, in-depth, onsite and web-based professional development to support the instructional integrity of the program's implementation throughout the course of the school year.	Vendor will provide onsite 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.	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.	Vendor will not provide on-site and/or web-based follow-up training.

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