

# Summarized Rubric Scoring

## Classroom Instructional Material Alignment Tool – Social Studies

The purpose of this document is to assist teachers in determining alignment of their Instructional materials being used in the classroom. Effective instructional materials are learning resources used to help students acquire essential knowledge, skills, and abilities as outlined in the standards. This includes print and non-print materials. It may also provide evidence to support your discussion about standards and resources as part of your evaluation.

Title: World History Great Civilizations: Ancient Through Early Modern Times      Author(s): Hiebert, McInerney,  
Thornton Publisher(s): National Geographic Learning/Cengage

Grade Level: 6

Standard(s) addressed in this instructional material: Early World Civilizations (Prior to 1500)

**Instructions: Use the tables below to reflect upon and then determine if the instructional material meets each criteria.**

### **I. Alignment to the Nevada Academic Content Standards (NVACS) - NON NEGOTIABLES**

Criteria	Meets Criteria			Evidence
	Yes	No	N/A	
Targets a set of grade-level NVACS for Social Studies and Literacy standards.	X			
Selects text(s) that measure within the grade-level text complexity band and are of sufficient quality and scope for the stated purpose.	X			
Other: _____				

### **II. Key Shifts in the Nevada Academic Content Standards (NVACS)**

Criteria	Meets Criteria			Evidence
	Yes	No	N/A	
<b>Reading Text Closely:</b> Makes reading text(s) closely, examining textual evidence, and discerning deep meaning a central focus of instruction.	X			Each section has a main idea.
<b>Text-Based Evidence:</b> Facilitates rich and rigorous evidence-based discussions and writing about common texts through a sequence of specific, thought-provoking, and text-dependent questions (including, when applicable, questions about illustrations, charts, diagrams, audio/video, and media).	X			The main idea supports this.
<b>Writing from Sources:</b> Routinely expects that students draw evidence from texts to produce clear and coherent writing that informs, explains, or makes an argument in various written forms. Include a balance of on-demand and process writing and short, focused research projects.	X			Student field journals support this.
<b>Academic Vocabulary:</b> Focuses on building students' academic vocabulary in context throughout instruction.	X			Vocab emphasized throughout sections in highlighted yellow or bold lettering meaning content vocabulary or academic vocabulary. Students can

				make meaning through context clues. There are also English and Spanish glossaries for each set of vocab in the appendix.
<b>Increasing Text Complexity:</b> Focuses students on reading a progression of complex texts drawn from the grade band. Provides text-centered learning that is sequenced, scaffolded, and supported to advance students toward independent reading of complex texts at the CCR level.	X			Struggling readers can slightly lower the lexile levels for independent reading. Teachers can support in class at the grade-level complexity.
<b>Building Disciplinary Knowledge:</b> Provides opportunities for students to build knowledge about a topic or subject through analysis of a coherent selection of strategically sequenced, discipline-specific texts.	X			The online handbooks support this as well as short, embedded videos, and many opportunities to practice reading maps, charts, graphs, and analyze art and artifact from ancient cultures.
Other: _____				

### III. Assessment

Criteria	Meets Criteria			Evidence
	Yes	No	N/A	
Assesses various modes, including a range of pre-, formative, summative, performance tasks, and self-assessment measures.	X			Online resources, readings, lesson reviews, chapter study guides, and assessments are great in content, rigor, and skills. The field journal is a great formative tool as well.
Includes aligned rubrics, answer keys and scoring guidelines that provide sufficient guidance for interpreting student understanding and performance.	X			
Other: _____				

### IV. Instructional Supports

Criteria	Meets Criteria			Evidence
	Yes	No	N/A	
Provides non-text content (maps, graphs, pictures, etc.) that is accurate, authentic, and well integrated into the instructional material.	X			National Geographic photographs are beautiful throughout; interactive maps and overlays add deeper meaning and connections to content. Interactive timelines throughout.
Provides for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation, and/or reflection.	X			Online student field journal supports this.

<p>Provides appropriate level and type of scaffolding, differentiation, intervention and support for all learners.</p> <ul style="list-style-type: none"> <li>• Supports diverse cultural and linguistic backgrounds, interests and styles.</li> <li>• Provides extra supports for students working below grade level.</li> <li>• Provides extensions for students with high interest or working above grade level.</li> </ul>	<b>X</b>			<p>Full Spanish text is available. Differentiated instructional strategies for ELL and special education students.</p> <p>Teacher's edition has many differentiation strategies for students who are accelerated, have language barriers, or other learning difficulties.</p>
Other: _____				

**Summary/Reflection:** The text, World History Great Civilizations: Ancient Through Early Modern Times fully satisfies the Early World Civilizations course.

**Overall Classroom Instructional Material Meets Criteria Rating:**   X  Yes     No      N/A