



Rubric for Social Studies Supplementary Instructional Materials

Overview

The New Mexico Public Education Department (NMPED) recognizes the importance of all students receiving grade level instruction in all subjects and believes that high-quality instructional materials support Local Education Agencies (LEAs) in meeting this goal. High-quality instructional materials are content-rich, fully accessible, culturally and linguistically relevant, free from bias, research-based, and aligned to New Mexico state standards. NMPED provides many resources to LEAs on the identification and selection of high-quality instructional materials, including the [Adopted Multiple List of Instructional Materials](#) (Multiple List), which includes all the materials under adoption by the state and includes all the information schools and districts need to inform purchasing decisions. It includes ratings given to each set of core materials by the review teams that reviewed the materials; these reviews can be found on the [HQIM Reviews](#) website. The social studies reviews on the Multiple List focus on Core Instructional Materials programs, and while many programs meet the expectations of the New Mexico Social Studies Standards, there may be areas where LEAs need additional support and may need to consider using supplementary instructional materials in addition to their adopted core program.

To support LEAs in ensuring supplementary materials meet the needs of their students, NMPED worked with teachers, administrators, and local stakeholders to create the Rubric for Social Studies Supplementary Instructional Materials. The purpose of this rubric is to provide guidance and look-fors for educators and administrators to use to determine the quality and alignment of supplementary instructional materials to the New Mexico Social Studies Standards, cultural and linguistic responsiveness, and instructional supports to meet the needs of all students. While all materials should adhere to the guidance/look-fors in Focus Area A, Standards and Content Alignment, we recognize that in Focus Areas B and C not all materials will meet all guidance/look-fors since supplementary instructional materials are utilized to fill needs not met by core instructional materials. This tool begins with a needs assessment to identify the areas not covered by the core instructional materials, and these areas should be the focus of the supplementary instructional materials review. This rubric is intended to support LEAs in selecting supplementary instructional materials to support the adopted core instructional materials, not to evaluate supplementary materials on their own.

The following definitions are used and referenced throughout this document:

Instructional materials: school textbooks and other educational media that are used as the basis for instruction, including combinations of textbooks, learning kits, supplementary material and electronic media.

Core instructional materials: the comprehensive print or digital educational material, including basal material, which constitute the necessary instructional components of a full academic course of study in those subjects for which the department has adopted content standards and benchmarks.

Supplementary instructional materials: materials used to reinforce, enrich, or enhance instruction driven by core instructional material.

Step 1 – Identify Needs not filled by Core Instructional Materials

Review your LEA’s adopted core instructional materials and the corresponding state review team [appraisal of title for the core materials](#) to determine what needs may not be met through the adopted core program. For example, if the core instructional materials only meet part of a standard, the supplementary materials could help to meet the remaining part of that standard. Use the chart below to capture the gaps in the “Needs” column - these are the areas that you will be looking for supplementary materials to cover.

Core Instructional Materials Information:

Title: _____

Publisher: _____ Year: _____

Be as specific as possible when identifying needs (e.g.: Academic Standard number, specific instructional support needed)

Supplementary Materials Needs Determination Chart

Category	Needs
Standards and Content Alignment	
Cultural and Linguistic Responsiveness	
Instructional Supports to meet the needs of all students	
Other	

Step 2 – Review Supplementary Materials

- Record the title, publishing information, and grade level of the supplementary instructional materials on the rubric form below.
- Read key sections in the supplementary instructional materials related to instruction and teacher guidance to get an overall sense of the materials and identify where needs may be met.

Step 3 – Review how well Supplementary Materials address content standards.

- Begin with Focus Area A.1: *Do the materials address the [New Mexico Social Studies standards](#)?* Identify the grade-level New Mexico Social Studies Standard(s) the supplementary instructional materials address and record the specific standard(s) along with evidence of the supplementary materials addressing the standard(s) in the evidence section. *Note: If the materials identify the standard(s), be sure to review the materials to identify the extent to which the identified standard(s) are covered.*
- Next, look at Focus Area A.2: *Do the materials provide opportunities to develop students’ skills that are crucial to understanding social studies content?* Review which look-for in Focus Area A.2 the supplementary materials meet and record in the evidence section.

Note: All students should receive grade appropriate instruction using instructional materials aligned with New Mexico Standards. Therefore, all supplementary instructional materials should be reviewed with Focus Area A to determine alignment to standards and Social Studies content.

Step 4 – Review Identified Needs in Focus Areas B and C

- Review the needs identified in the Supplementary Materials Needs Determination Chart. Match the needs to the guidance/look-for statements in Focus Areas B, *Culturally and Linguistically Responsive Teaching and Learning in Instructional Materials*, and C, *Instructional Supports*. If an identified need does not match a look-for, add an appropriate statement under “Other”.
- Review the supplementary instructional materials for how well they meet the identified needs. Add evidence in the evidence box beneath the appropriate section(s).
- If the evidence supports that the supplementary materials fully meet the identified need(s), then designate as “Meets Needs”; if supplementary materials partially meet identified need(s), designate as “Partially Meets Needs”; if supplementary materials do not meet identified need(s), designate as “Does Not Meet Needs”.

Note: Supplementary materials should be reviewed for the needs identified in the Needs Determination above, and therefore do not need to be evaluated with every guidance/look-for statement in the rubric. The breadth of the guidance statements included in the tool are intended to assist the user with the range of needs that may need to be met.

Rubric for Social Studies Supplementary Instructional Materials

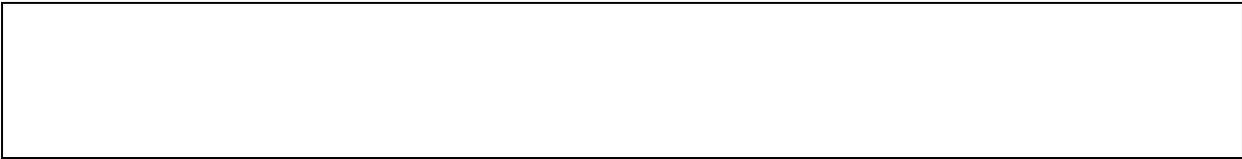
Lesson/Unit Title: _____

Lesson/Unit Publisher/URL Link: _____

Grade: _____

Date: _____ To access the rubric in a fillable spreadsheet [click here](#).

Focus Area A: Standards and Content Alignment	
Rating: Meets Needs	Partially Meets Needs
<p>1. Do the materials address the New Mexico Social Studies standards?</p> <p>Guidance/Look-fors:</p> <ul style="list-style-type: none"> The instructional materials address one or more grade-level New Mexico Social Studies Standards. 	<p>2. Do the materials provide opportunities to develop students' skills that are crucial to understanding social studies content?</p> <p>Guidance/Look-fors:</p> <ul style="list-style-type: none"> Instructional materials include multicultural images that engage students in historical inquiry as well as develop understanding of complex events or relationships. Instructional materials provide strategies to elicit discourse and promote inquiry among students on social studies topics. Instructional materials contain text-dependent/ text-specific questions with activities that build to a culminating task that integrates depth and complexity of analytical thinking. Instructional materials orient historical events toward contemporary local, regional, and global issues in order to activate student agency. Instructional materials are up to date and present current evidence and new interpretations. Instructional materials provide strategies for the effective use of primary or secondary sources in student writing.
<p>Evidence:</p>	



Focus Area B: Culturally and Linguistically Responsive Teaching and Learning in Instructional Materials		
Rating: Meets Needs	Partially Meets Needs	Does Not Meet Needs
<p>1. Do the materials represent a variety of cultural and linguistic perspectives?</p> <p>Guidance/Look-fors:</p> <ul style="list-style-type: none">● Instructional materials inform culturally and linguistically responsive pedagogy by affirming students' backgrounds in the materials themselves, in the student discussions and in the connection of the materials to the students, teachers, parents, and communities.● Instructional materials provide a collection of images, stories, and information, representing a broad range of demographic groups, and do not make generalizations or reinforce stereotypes.● Instructional materials provide context, illustrations, and activities for students to make interdisciplinary connections and/or connections to real-life experiences and reflect diverse cultural and linguistic backgrounds.● Instructional materials provide inclusion of accurate historical stories and perspectives beyond a singular cultural script. Instructional materials engage students in learning from diverse sources about others' history, culture, identity and region while allowing students to maintain his/her/their own cultural integrity.● Other:		<p>2. Do the materials highlight diversity in culture and language through multiple perspectives?</p> <p>Guidance/Look-fors:</p> <ul style="list-style-type: none">● Instructional materials include tools and resources to relate the content area appropriately to diversity in culture and language.● Instructional materials include tools and resources that demonstrate multiple perspectives in a specific concept.● Instructional materials engage students in critical reflection and consciousness about their own lives and societies, including cultures past and present in New Mexico, nationally, and/or globally.● Instructional materials address multiple perspectives of events and experiences of ethnicities, interpretations, or perspectives of events and experiences.● Instructional materials are unbiased and show sensitivity to particular individuals, ethnicities, or communities.● Other:

Evidence:	

Focus Area C: Instructional Supports		
Rating: Meets Needs	Partially Meets Needs	Does Not Meet Needs
1. Do the materials give all students extensive opportunities and support to explore key concepts?		
Guidance/Look-fors:		
<ul style="list-style-type: none"> ● Instructional materials are or can be customized or adapted to meet the needs of different student populations. ● Instructional materials provide differentiated strategies and/or activities to meet the needs of students working below proficiency and those of advanced learners. ● Instructional materials provide appropriate linguistic support for English learners and culturally and linguistically diverse students, and accommodations and modifications for other special populations that will support their regular and active participation in learning content. ● Instructional materials provide strategies and resources for teachers to inform and engage parents, family members, and caregivers of all learners about the program and provide suggestions for how they can help support student progress and achievement. ● Instructional materials include opportunities for all students that encourage and support creative thinking and effective problem-solving skills. ● Other: 		
Evidence:		

Appendix A: Evidence Collection

To effectively evaluate instructional materials the user of this resource should collect quality evidence that accurately portrays the full depth and breadth of the supplementary instructional materials. Evidence is what is stated or described explicitly in the lesson or unit. In identifying evidence, it is important to focus on what is explicitly in the materials, not what you think the developer intended or what you would do when teaching the lesson or unit. If it is evidence, you can see it, point directly to it in the materials, highlight it, or quote it directly from what is written.

When collecting evidence based on the guidance/look-for statements, focus on the following:

Strong evidence includes	Strong evidence does not include
<ul style="list-style-type: none">● Clear, accurate facts from the materials● Examples from the breadth of the materials● Specific examples of how the materials meet/partially meet/do not meet the criteria● Descriptions of activities and questions with quotes and citations for information taken directly from the materials to support the descriptions	<ul style="list-style-type: none">● Opinions or connotative language● The same evidence that was used for other criteria● Suggestions on how the unit/lesson could be fixed to meet the criteria/standards● Quotation marks for information that is paraphrased● Lengthy copied and pasted sections from the materials and/or quoted material taken out of context

Appendix B: Glossary

Academic Standards: concise, written descriptions of what students are expected to know and be able to do by the end of a course, grade level, or grade span that are adopted in New Mexico Administrative Code.

Adopted Multiple List: the final list of materials selected by a rigorous process led by New Mexico educators. Used by schools and districts to choose the highest quality materials, including core and supplementary, for their needs.

Alignment: the degree to which standards, assessments, and other important elements in an education system are complementary and work together to gauge student learning effectively

Core instructional materials: the comprehensive print or digital educational material, including basal material, which constitute the necessary instructional components of a full academic course of study in those subjects for which the department has adopted content standards and benchmarks.

Culturally and Linguistically Responsive Teaching and Learning (CLRTL): the validation and affirmation of home culture and home language for the purposes of building and bridging the student to be successful in the culture of academia and society.¹

Instructional materials: school textbooks and other education materials that are used as the basis for instruction, including combinations of textbooks, learning kits, supplementary material and electronic media.

Multiple List: a written list of those instructional materials approved by the Public Education Department.

Rubric: a scoring tool that lists the criteria to be met in a piece of student work and describes levels of quality for each of the criteria.

Supplementary instructional materials: materials used to reinforce, enrich, or enhance instruction driven by core instructional material.

¹ Hollie S. & Mora-Flores E. (2012). *Culturally and linguistically responsive teaching and learning : classroom practices for student success*. Shell Education.