Part 1: 2024 Oregon Social Science Baseline Criteria [K-12]

Criterion	Metric	EXAMPLES IN TEXT (MAXIMUM OF FIVE EXAMPLES PER METRIC; PROVIDED BY PUBLISHER)
1.1 Alignment to Standards Materials incorporate the majority of grade-/course-level standards in a way that promotes rigor and depth of learning.	**1.1.1 Comprehensive** Materials address a significant majority of the grade-/course-level standards and promote the ability of educators to teach a more complete history, integrating the diverse perspectives and contributions of traditionally underrepresented groups.	**Examples for 1.1.1:** Click or tap here to enter text.
	1.1.2 Depth of Content Materials encourage a deep understanding of Domain Concepts*. Materials encourage student engagement with complex texts, problems, or scenarios that require critical thinking and analytical skills aligned with grade-level expectations. *See page 5 of 2024 Oregon Social Science Standards	**Examples for 1.1.2:** Click or tap here to enter text.
	1.1.3 Social Science Practices Materials seamlessly integrate the Essential Disciplinary Practices* through regular and authentic engagement opportunities. Students have multiple relevant opportunities to apply learned content and skills demonstrating the interconnectedness of the standards. *See page 6 of 2024 Oregon Social Science Standards	**Examples for 1.1.3:** Click or tap here to enter text.

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	1.1.4 Rigorous Learning Tasks and assignments are appropriately aligned with grade-level expectations and require students to apply higher-order thinking skills.	**Examples for 1.1.4:** Click or tap here to enter text.
1.2 Scope and Sequence Materials present a clear pathway for educators to address the content and skills in a coherent sequence, grounded in the standards	**1.2.1 Coherent Design** Materials are organized in a sequence that builds on prior knowledge and increases in complexity throughout the course or grade level. The sequence aligns with the natural progression of concepts and skills outlined in the standards.	**Examples for 1.2.1:** Click or tap here to enter text.
	1.2.2 Connections to Standards Materials provide transparency in how the sequence aligns with and supports the full range of grade-level standards including connections to previous and future learning.	**Examples for 1.2.2:** Click or tap here to enter text.
	1.2.3 Flexibility Materials offer guidance for adapting instruction to different timeframes, learning environments, and/or student needs while maintaining the overall coherence of the sequence. Resources include strategies for addressing prerequisite knowledge or skill gaps and guidance on prioritizing content when necessary.	**Examples for 1.2.3:** Click or tap here to enter text.
1.3 Practice and Skills Materials align with Oregon's Essential Disciplinary Practices for social science practices.	**1.3.1 Inquiry & Analysis** Materials are organized to provide consistent opportunities for sustained inquiry through questioning, reflection, and analysis of diverse, strategically sequenced sources. Students are encouraged to	**Examples for 1.3.1:** Click or tap here to enter text.

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	generate and explore their own questions and understandings..	
	1.3.2 Disciplinary Thinking & Communication Materials offer regular and varied opportunities for students to engage in discipline-specific thinking, reading, writing, listening, speaking, and analyzing. Materials mirror the practices of social science scholars and include various types of sources.	**Examples for 1.3.2:** Click or tap here to enter text.
	1.3.3 Evidence-Based Reasoning & Argumentation Materials provide diverse opportunities for students to engage in evidence-based reasoning and discourse, critically evaluate and use evidence from sources, and construct well-supported arguments and conclusions.	**Examples for 1.3.3:** Click or tap here to enter text.
	1.3.4 Application & Civic Engagement The instructional materials foster students' ability to connect their learning to real-world contexts and participate in civic life. They provide opportunities for students to apply their knowledge and skills to address authentic issues at various levels of societies, from local to global, while offering educators the necessary resources to guide this process.	**Examples for 1.3.4:** Click or tap here to enter text.

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1.4 Holocaust and Genocide Education Materials accurately address genocide, the historical origins of antisemitism and key events of the Holocaust. **(6-12 History only)**	**1.4.1 Antisemitism and Holocaust** Materials explain the historical roots of antisemitism and cover significant events and policies of the Holocaust.	**Examples for 1.4.1:** Click or tap here to enter text.
	1.4.2 Genocides The content includes comprehensive and accurate historical information on genocide.	**Examples for 1.4.2:** Click or tap here to enter text.
	1.4.3 Prevention and Intervention Materials discuss modern efforts to prevent genocide, including international laws and organizations.	**Examples for 1.4.3:** Click or tap here to enter text.
	1.4.4 Resistance and Resilience Content highlights historical and contemporary examples of resistance and resilience among targeted groups throughout history.	**Examples for 1.4.4:** Click or tap here to enter text.

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Part 2: 2024 Equitable Student Engagement and Cultural Pedagogy Criteria [K-HS]

Criterion	Metric	EXAMPLES IN TEXT (PROVIDED BY PUBLISHER)
2.1 Engagement & Motivation Materials give opportunities for rigorous student-driven learning. Materials should focus on relevant topics, provide authentic contexts and experiences, be research-based, and give students the opportunity to make connections with their goals, interests, and values.	**2.1.1 Relevance** Materials include culturally relevant and diverse contexts. Materials support the integration of contemporary social issues, connecting grade-level concepts to current contexts.	**Examples for 2.1.1:** Click or tap here to enter text.
	2.1.2 Student Agency and Choice Materials offer multiple pathways for investigation and expression, allowing students to pursue individual interests while meeting learning objectives. Students have opportunities to make meaningful choices about their learning process and demonstration of understanding.	**Examples for 2.1.2:** Click or tap here to enter text.
	2.1.3 Adaptability and Extension Materials include adaptation strategies to differentiate learning for all students. Examples may include extensions to build on prior learning or scaffolds to support students in reaching grade-level content.	**Examples for 2.1.3:** Click or tap here to enter text.
2.2 Culturally Responsive Instructional Support Materials provide equitable inclusion and representation of diverse perspectives and experiences.	**2.2.1 Representation in Content** Materials include a wide-range of histories, contributions, and perspectives across various aspects of identity including race, ethnicity, gender, ability, socioeconomic status, geographic origin, and religion. Representations are multifaceted avoiding stereotypes and reflecting both historical and contemporary	**Examples for 2.2.1:** Click or tap here to enter text.

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Criterion	Metric	EXAMPLES IN TEXT (PROVIDED BY PUBLISHER)
	contexts.	
	2.2.2 Multiple Perspectives The materials integrate multiple perspectives on historical and contemporary issues, encouraging students to consider global perspectives and international issues, and fostering students' understanding of the interconnected nature of our world. Materials promote critical thinking about diversity, equity, and inclusion as integral parts of the subject matter.	**Examples for 2.2.2:** Click or tap here to enter text.
	2.2.3 Asset-Based Materials empower educators to identify, value, and leverage students' funds of knowledge from their homes and communities as resources.	**Examples for 2.2.3:** Click or tap here to enter text.

Part 3: 2024 Technical Usability Criteria [K-HS]

Criterion	Metric	EXAMPLES IN TEXT (MAXIMUM OF FIVE EXAMPLES PER METRIC; PROVIDED BY PUBLISHER)
3.1 Supports for Teachers The materials include opportunities for teachers to effectively plan and utilize materials with integrity and to further develop their understanding of the content.	**3.1.1 Supporting Guidance** Materials include detailed teacher guidance providing clear instructional strategies, lesson plans, and pacing suggestions. Rationale for instructional choices, anticipated student responses or misconceptions, and suggestions for differentiation to support diverse learners.	**Examples for 3.1.1:** Click or tap here to enter text.
	3.1.2 Pedagogical Content Knowledge Resources incorporate embedded professional learning opportunities that enhance educators' content knowledge and pedagogical skills including approaches to underrepresented histories.	**Examples for 3.1.2:** Click or tap here to enter text.
	3.1.3 Home Connection Materials provide strategies for engaging all partners–including students, families, or caregivers–about the program and suggestions for how they can help support student progress and achievement.	**Examples for 3.1.3:** Click or tap here to enter text.
	3.1.4 Content Editability Materials are designed to allow a teacher to differentiate content and vary modes of communication within lessons, tasks, or other activities for students.	**Examples for 3.1.4:** Click or tap here to enter text.

Part 3: 2024 Technical Usability Criteria [K-HS]

3.2 Supports for Students	3.2.1 Strategies for Special Populations	Examples for 3.2.1:
Materials have explicit teacher support with suggestions (routines, strategies, etc.) for how they can meet the needs of individual learners. Support materials include live updates (data sources, current events, etc.).	Materials provide scaffolds to support students from special populations in their regular and active participation in social science learning (i.e. students who are multilingual, students experiencing disabilities, and/or students identified as TAG).	Click or tap here to enter text.
	3.2.2 Emergent Bilingual Student Support Materials provide strategies and support for students who read, write, and/ or speak in a language other than English to enable their full participation in learning.	**Examples for 3.2.3:** Click or tap here to enter text.
	3.2.4 Student Editability Materials include resources for students and allow them to show their understanding and comprehension through different modes of expression.	**Examples for 3.2.4:** Click or tap here to enter text.
3.3 Digital Learning Design Elements (*This criterion is not required. Quality indicators are provided for evaluation if digital	**3.3.1 Materials Usability** The organizational structure of the digital materials allows for intuitive navigation and meaningful interaction on a variety of devices.	**Examples for 3.3.1:** Click or tap here to enter text.

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components are included.) The materials are attentive to digital design elements specific to structure, support for users, and adaptability of materials.	**3.3.2 Learning Resources** The digital materials provide support for users in a variety of settings, including: • Professional learning resources to support educators' use of the materials and content. • Robust support to help families understand and utilize the materials while supporting their students at home • Support for students working independently. • Support for emergent bilingual students. • Support for students with disabilities.	**Examples for 3.3.2:** Click or tap here to enter text.
	3.3.3 Media Integration Digital and multimedia elements support, rather than distract from, intended learning outcomes and instructional content.	**Examples for 3.3.3:** Click or tap here to enter text.
	3.3.4 Adaptability of Materials Digital materials allow teachers to adjust and adapt documents and resources to meet student needs. (e.g., translating materials, modifying reading levels, downloading capacity, etc.).	**Examples for 3.3.4:** Click or tap here to enter text.

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Part 4: 2024 Oregon Assessment Criteria [K-12]

Criterion	Metric	EXAMPLES IN TEXT (MAXIMUM OF FIVE EXAMPLES PER METRIC; PROVIDED BY PUBLISHER)
4.1 Formative Assessment Process Materials embed formative assessments throughout units to evaluate student learning progress and inform social science instruction.	**4.1.1 Multiple Opportunities** Materials include diverse and strategically placed formative assessment opportunities throughout each unit. These may include quick writes, exit tickets, discussion prompts, graphic organizers, or short quizzes aligned with lesson objectives and providing ongoing insights into student understanding.	**Examples for 4.1.1:** Click or tap here to enter text.
	4.1.2 Learning Relevancy Formative and summative assessments align closely with the unit's learning objectives and build towards summative assessment goals, allowing for timely interventions and adjustments in instruction.	**Examples for 4.1.2:** Click or tap here to enter text.
	4.1.3 Interpretation of Feedback Assessment tools provide clear guidance for using a strengths-based approach in interpreting student responses and offer suggestions for targeted feedback. Materials include strategies for using assessment results to inform instruction, such as reteaching suggestions, extension activities, or differentiation options based on student performance.	**Examples for 4.1.3:** Click or tap here to enter text.

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	4.1.4 Student Reflection Materials incorporate opportunities for students to assess their own learning and reflect on their progress. This may include self-check questions, peer review activities, or reflective journaling prompts that encourage metacognition and support students in taking ownership of their learning in social science.	**Examples for 4.1.4:** Click or tap here to enter text.
4.2 Summative Assessments Materials incorporate summative assessments that support students in demonstrating deep knowledge of social science content, concepts, and skill.	**4.2.1 Alignment** Materials include performance tasks that are comprehensive, inclusive, and aligned with social science standards including the ten Essential Disciplinary Practices.	**Examples for 4.2.1:** Click or tap here to enter text.
	4.2.2 Variety Materials include multiple assessment formats that cater to different learning styles and allow students to demonstrate their understanding in a variety of ways. This may include verbal or written responses, in-depth projects, presentations, debates, or performance tasks that simulate real-world applications of social science concepts.	**Examples for 4.2.2:** Click or tap here to enter text.
	4.2.3 Authenticity Assessments allow students to engage with social science issues and topics relevant to contemporary civic life and democratic discourse.	**Examples for 4.2.3:** Click or tap here to enter text.

	4.2.4 Clarity & Feedback Materials include clear scoring criteria while providing structured opportunities for feedback, reflection, and improvement before final submission.	**Examples for 4.2.4:** Click or tap here to enter text.
4.3 Integrated Assessment System* (*This criterion is not required. Quality indicators are provided for evaluation if digital components are included.) Diagnostic, benchmark, and/or interim assessments are integrated into instructional materials in ways that support the learning process. Student results are interpreted relative to the performance expectations of the standards (i.e. criterion-referenced, as	**4.3.1 Assessment Design** Diagnostic assessments are well-designed, rigorous, connected to standards, and offer multiple opportunities and modalities to demonstrate knowledge and/or skills.	**Examples for 4.3.1:** Click or tap here to enter text.
	4.3.2 Data Quality The assessment system provides clear and actionable data that allow educators to respond to specific student strengths and opportunities for growth.	**Examples for 4.3.2:** Click or tap here to enter text.
	4.3.3 Responsiveness The assessment system is connected to resources designed to meet students' specific opportunities for growth. Intervention and extension materials effectively accelerate student learning. (These resources serve to answer the question, "Now what?")	**Examples for 4.3.3:** Click or tap here to enter text.
	4.3.4 Family Engagement & Communication If the assessment system provides reports and/or diagnostic information to families, those resources are accessible in multiple languages, allowing families to	**Examples for 4.3.4:** Click or tap here to enter text.

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Part 4: 2024 Oregon Assessment Criteria [K-12]

demonstrated by student evidence gathered in the learning environment, and recommend instructional next steps.	effectively partner with their child(ren) in the learning process.