

Categories 5: Social Sciences – Grades 9-12 Geography

I. Alignment	II. Instructional Supports	III. Monitoring Student Progress
<p>The instructional materials align with the conceptual shifts of the social sciences education standards and grade level outcomes:</p> <p style="text-align: center;">Focus</p> <ol style="list-style-type: none"> 1. Provide all students the opportunity to acquire the knowledge and skills necessary to achieve the Oregon Diploma which includes: the Oregon Academic Content Standards for Social Sciences and the Oregon Essential Skills. 2. Present multiple perspectives and analytical views of historical and contemporary issues. 3. Focus on equity, identity, diversity, justice, civic engagement, and traits essential for democratic citizenship. 4. Recognize, reinforce, and strengthen the inherent dignity of all students. 5. Foster students to develop empathy for attitudes and cultures whose worldview is different from their own. <p style="text-align: center;">Rigor</p> <ol style="list-style-type: none"> 6. Support and guide in-depth exploration and integration of conceptual understandings. 7. Allow students to analyze and evaluate information and sources leading to authentic inquiry and making multiple applications to real world issues. 8. Provide opportunities for students to interrogate texts and question their truth/validity, bias, and cultural competence. 9. Encourage students to approach content through a disciplinary lens as social scientists. 10. Cultivate an exploration and problem solving of learning through higher level questioning. <p style="text-align: center;">Coherence</p> <ol style="list-style-type: none"> 11. Use developmentally appropriate activities and materials to cultivate active civic participation. 12. Encourage integration of history, economics, geography, civics, financial literacy, ethnic studies, and Social Science Analysis. 13. Promote cross-curricular instruction (e.g. English Language Arts, science, the arts, mathematics and technology). 14. Learning progresses in a relevant and engaging manner, building upon prior ideas, practices, concepts, and eliciting and addressing misconceptions. 	<p>The instructional materials support instruction and learning for all students:</p> <p>Student Engagement</p> <ol style="list-style-type: none"> 18. Offer authentic and meaningful student-centered activities that build interest and understanding of varied lived experiences. 19. Foster and encourage conversations, discourse, empathy, critical thinking, and curiosity while addressing past and present forms of systemic oppression. 20. Engage students in the understanding of everyone’s rights and responsibilities through social action beyond the classroom. 21. Offer guidance for a variety of inclusive, cooperative strategies that question stereotypes to engage all student. 22. Utilize students’ prior knowledge, skills, and experiences to provide a context for making sense of events and/or seeking solutions to problems. 23. Provide opportunities for varied activities (e.g. hands on learning, physical movement, simulations, research opportunities, integrated technology, and role play). 24. Provide activities that incorporate the arts. <p>Differentiated Instruction</p> <ol style="list-style-type: none"> 25. Facilitate planning and implementation of differentiated instruction addressing the needs of Talented and Gifted (TAG), English Language Learners (ELL) and Special Education (SPED), and Alternative Education students. 26. Address Oregon English Language Proficiency Standards in reading, writing, listening and speaking. 27. Provide direct access to equitable resources through various levels of technology. <ol style="list-style-type: none"> a. Speech to text b. Text to speech c. Audio books d. Digital copies e. Available in various languages 28. Provide meaningful adaptations, modifications, and extensions based in student inquiry that provide depth of understanding for all students (e.g., TAG, ELL, SPED, & Alternative Education). 29. Support and guide literacy instruction with leveled and accessible text while teaching social sciences concepts. <p>Instructional Materials</p> <ol style="list-style-type: none"> 30. Contain a variety of regularly updated and user-friendly, online materials and resources in culturally-sensitive language that are responsive to current events and changes in perspectives that are available to teachers, students and families. 31. Provide ongoing and embedded professional development (e.g. video tutorials, webinars) for implementation and continued use of the instructional materials. 	<p>The instructional materials support monitoring student progress:</p> <ol style="list-style-type: none"> 40. Provide various achievement level models of formative and summative assessments that are aligned to the Oregon Academic Content Standards for Social Sciences, the standards for Literacy in History/Social Studies, and Oregon Essential Skills for (1) reading, (2) writing, (3) applying mathematics 41. Allow teachers to access, revise/edit, share and print from digital sources to create and/or modify assessments (e.g., readings, labs, rubrics, primary source documents, simulations, case studies, political cartoons, graphs, maps, test bank). 42. Use varied modes of assessment (e.g., pre-, formative, summative, peer, group/ collaborative, and self-assessment). 43. Provide multiple opportunities and formats within each unit (e.g., debate, oral presentation) for students to demonstrate

<p>15. Provide opportunities for instruction relating to recurring themes and patterns.</p> <p>16. Provide clear purposes for learning experiences, including but not limited to:</p> <ul style="list-style-type: none"> a. essential questions b. learning targets/objectives c. alignment with state standards <p>17. Provide geographic connections for major local, regional, national, and world events.</p>	<p>32. Aligned to the Oregon Social Science standards.</p> <p>33. Include high interest material and activities in various formats (e.g. photographs, videos, graphics, oral histories, artifacts)</p> <p>34. Provide guidance on discussing controversial or sensitive topics.</p> <p>35. Avoid tokenistic presentations of cultures.</p> <p>36. Materials provide a wide variety of age appropriate primary and secondary sources (both written and oral traditions) including but not limited to:</p> <ul style="list-style-type: none"> a. real-life situations or mirror real-life situations b. highlight vocabulary c. focused and clear graphics, illustrations, maps, and other multimedia d. case studies e. art <p>37. Emphasize academic vocabulary at all levels.</p> <p>38. Include objectives and learning targets written in student centered language.</p> <p>39. Materials provide interactive and manipulative maps that include real time movement of people and diffusion of cultures across the globe in a real time map.</p>	<p>skills, content knowledge, and receive feedback.</p> <p>44. Assessments employ use of higher level thinking (e.g., synthesis, evaluation, and analysis) with accompanying scoring guides.</p> <p>45. Assess student proficiency using a variety of methods that recognize various perspectives, and are accessible, adaptable, and culturally unbiased for all students (e.g., Talented and Gifted (TAG), English Language Learners (ELL), Special Education (SPED) students, and Alternative Education Students).</p> <p>46. Digital mapping assessments offer students the ability to analyze and propose solutions to problems or issues presented.</p>
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***Overall Rating for the Instructional material:**

	Key Criteria (#1-17) (Scores 0-4)	Key Criteria (See Page #11) (Scores 0-2)	Supporting Criteria (See Page #12-#14) (Scores 0-2)
Exemplary	100% (3 or 4 KEY, 1 or 2 KEY, & 1 or 2 SUPPORTING) AND 90% of Point Value		
Meets Standards	≥80% 3 or 4	≥80% 1 or 2	≥50% 1 or 2
Does not Meet Standards	<80% 3 or 4	<80% 1 or 2	<50% 1 or 2

SECTION I: Alignment to the 2018 Oregon Social Sciences Standards				
Criterion 1: FOCUS Provide all students the opportunity to acquire the knowledge and skills necessary to achieve the Oregon Diploma that includes the Oregon Academic Content Standards for Social Sciences and the Oregon Essential Skills. 4: Meets all criteria (6 points) 3: Adheres to the criteria (4-5 points, no zeros) 2: Sometimes adheres to the criteria (3 points) 1: Occasionally adheres to the criteria (1-2 points) 0: Does not meet the criteria Final Comments and Suggestions for Improvement:	Quality Indicators	How to Find the Evidence	Rating	Specific Evidence from Materials
	Materials align to the high school Oregon Academic Content Standards for Geography and related Multicultural Studies standards.	Review a different unit/chapter and any provided alignment documents to determine if the Oregon Geography standards and related Multicultural Studies standards are addressed at grade level. Questions to ask: <ul style="list-style-type: none"> Are the Oregon Geography standards addressed in the materials? Do the materials meet Oregon’s content specifications? Do the materials address the related Multicultural Studies standards? 	0 1 2	
	Materials provide activities that use reading, writing, and mathematics skills appropriate for high school.	Review different units/chapters and any provided alignment documents to determine if any Oregon mathematics/reading/writing standards are addressed at grade level. Questions to ask: <ul style="list-style-type: none"> Do the materials provide opportunities to integrate grade-level appropriate math, reading, and writing skills? Do the opportunities to integrate math and literacy focus on Social Sciences applications? 	0 1 2	
	Materials provide suggestions for appropriate modifications and accommodations for Special Education, English Language Learners, and Talented and Gifted students.	Review a different unit/chapter and determine if the materials allow for appropriate modifications and accommodations for students. Questions to ask: <ul style="list-style-type: none"> Do the materials provide opportunities for all students to access knowledge and skills? Do the materials demonstrate an understanding of best practices for English Language Learners? Do the materials demonstrate an understanding of best practices for Special Education? Do the materials allow for extending learning for Talented and Gifted Students? Do materials provide options of how students can complete assignments or demonstrate knowledge and skills? Do the materials encourage independent, small and large-group work? 	0 1 2	

SECTION I: Alignment to the 2018 Oregon Social Sciences Standards					
Criterion 2, 3, 4, & 5: FOCUS Present multiple perspectives and analytical views of historical and contemporary issues. Focus on equity, identity, diversity, justice, civic engagement, and traits essential for democratic citizenship. Recognize, reinforce, and strengthen the inherent dignity of all students. Foster students to develop empathy for attitudes and cultures whose worldview is different from their own. 4: Meets all criteria (8 points) 3: Adheres to the criteria (6-7 points, no zeros) 2: Sometimes adheres to the criteria (4-5 points) 1: Occasionally adheres to the criteria (1-3 points) 0: Does not meet the criteria Final Comments and Suggestions for Improvement:	Quality indicators	How to Find the Evidence	Rating	Specific Evidence from Materials	
		Materials provide more than one perspective of issues.	Review a different unit/chapter and determine if the materials provide multiple perspectives of historic and present issues. Questions to ask: <ul style="list-style-type: none"> Do the materials provide a balanced presentation of political issues? Is political partisanship evident? Are multiple perspectives included when discussing social issues? 	0 1 2	
		Materials provide students with uplifting and dignified examples of people like themselves within the narrative.	Review a throughout the materials and determine if the materials provide multiple inclusive examples and illustrations. Questions to ask: <ul style="list-style-type: none"> Is racial and ethnic diversity evident in text examples, illustrations, and photographs? Is social, gender, and geographic diversity evident in text examples, illustrations, and photographs? Are text, illustrations, and photographs free of stereotypes and bias? 	0 1 2	
		Materials provide support for the intent of the Multicultural Studies strand of the Oregon Social Sciences Standards.	Review various units/chapters and determine if the materials provide support for Multicultural Studies. Questions to ask: <ul style="list-style-type: none"> Do the materials provide support for instruction in the histories, contributions and perspectives of ethnic minorities (individuals who are Native American or Americans of African, Asian, Pacific Island, Chicano, Latino or Middle Eastern descent) and social minorities (women, people with disabilities, immigrants, refugees and individuals who are lesbian, gay, bisexual or transgender)? Do the materials offer Multicultural Studies examples that relate directly to Oregon? Do teacher support materials provide guidance for instructing students from differing backgrounds than the instructor? Do materials support student discussions to engage in diversity activities? 	0 1 2	

SECTION I: Alignment to the 2018 Oregon Social Sciences Standards				
	Materials offer opportunities for students to experience different cultures and worldviews.	<p>Review a different unit/chapter and determine if the materials provide examples from a variety of cultures and worldviews.</p> <p>Questions to ask:</p> <ul style="list-style-type: none"> • Are cultural examples free of stereotypical generalizations? • Are cultural and worldview examples free of bias and inaccuracy. • Are a variety of cultural and worldview examples provided? 	0 1 2	

SECTION I: Alignment to the 2018 Oregon Social Sciences Standards				
Criterion 6, 9, & 10: RIGOR Support and guide in-depth exploration and integration of conceptual understandings. Encourage students to approach content through a disciplinary lens as social scientists. Cultivate an exploration and problem solving of learning through higher level questioning. 4: Meets all criteria (6 points) 3: Adheres to the criteria (4-5 points, no zeros) 2: Sometimes adheres to the criteria (3 points) 1: Occasionally adheres to the criteria (1-2 points) 0: Does not meet the criteria Final Comments and Suggestions for Improvement:	Quality indicators	How to Find the Evidence	Rating	Specific Evidence from Materials
	Materials offer students opportunities for in-depth study rather than only knowledge-level factual questions.	Review a different unit/chapter and determine if the materials provide opportunities for students to go into more depth on a topic. Questions to ask: <ul style="list-style-type: none"> Do the materials provide flexibility in pacing instruction? Do the materials provide questions that might lead students to further study? 	0 1 2	
	Materials allow students to conduct geographic inquiry, reach conclusions and create solutions.	Review a different unit/chapter and determine if the materials provide opportunities for student interaction. Questions to ask: <ul style="list-style-type: none"> Do the materials show how global/national problems might be addressed at the local level? Do the materials provide students with the opportunity to do original research and thinking to solve problems? 	0 1 2	
	Materials provide students opportunities to do the work of geographers.	Review different units/chapters and determine if the materials provide students with examples and activities that provide insight to and experiences with careers in Social Sciences. Questions to ask: <ul style="list-style-type: none"> Do the materials provide students with examples of career options in the Social Sciences? Do the materials provide students with activities and/or simulations of careers in geography, public policy, and government? Do the materials provide activities and projects that encourage geographic research, explanations, predictions, and descriptions? Do the materials provide activities and projects related to historical or current geographic events or phenomena? 	0 1 2	

SECTION I: Alignment to the 2018 Oregon Social Sciences Standards				
Criterion 7 & 8: RIGOR Allow students to analyze and evaluate information and sources leading to authentic inquiry and making multiple applications to real world issues. Provide opportunities for students to interrogate texts and question their truth/validity, bias, and cultural competence. 4: Meets all criteria (8 points) 3: Adheres to the criteria (6-7 points, no zeros) 2: Sometimes adheres to the criteria (4-5 points) 1: Occasionally adheres to the criteria (1-3 points) 0: Does not meet the criteria Final Comments and Suggestions for Improvement:	Quality indicators	How to Find the Evidence	Rating	Specific Evidence from Materials
	Materials provide multiple resources, perspectives, and documents related to real issues.	Review a different unit/chapter and determine if the materials provide opportunities for students to examine and evaluate information to support their thinking. Questions to ask: <ul style="list-style-type: none"> Do the materials provide an array of primary and secondary sources that address differing perspectives? Do students have the opportunity to evaluate the sources provided? 	0 1 2	
	Materials provide varying and even conflicting perspectives, allowing students to weigh evidence and reach their own conclusions.	Review a different unit/chapter and determine if the materials provide varying and conflicting perspectives. Questions to ask: <ul style="list-style-type: none"> Do the materials provide a variety of perspectives for issues and events? Do the materials reach a conclusion about issues and events, or is it open-ended, allowing the students to reach conclusions? 	0 1 2	
	Materials provide primary source documents for student review and analysis.	Review a different unit/chapter and determine if the materials provide primary sources and citations for all sources. Questions to ask: <ul style="list-style-type: none"> How is information presented in the materials? Do the materials provide an array of primary sources in addition to secondary narrative? 	0 1 2	
	Materials cite sources of information allowing students to evaluate those sources.	Review a different unit/chapter and determine if the materials provide source citations. Questions to ask: <ul style="list-style-type: none"> Are source citations included within the materials? Are there activities supporting students as they examine the cited sources? Are the sources credible? Do the teacher support materials provide guidance on determining credible sources? 	0 1 2	

SECTION I: Alignment to the 2018 Oregon Social Sciences Standards					
Criterion 11 & 14: COHERENCE Use developmentally appropriate activities and materials to cultivate active civic participation. Learning progresses in a relevant and engaging manner, building upon prior ideas, practices, concepts, and eliciting and addressing misconceptions. 4: Meets all criteria (6 points) 3: Adheres to the criteria (4-5 points, no zeros) 2: Sometimes adheres to the criteria (3 points) 1: Occasionally adheres to the criteria (1-2 points) 0: Does not meet the criteria Final Comments and Suggestions for Improvement:	Quality indicators	How to Find the Evidence	Rating	Specific Evidence from Materials	
		Materials provide grade-appropriate examples and narrative.	Review a different unit/chapter and determine if the materials provide age-/grade-/developmentally-appropriate examples and narrative. Questions to ask: <ul style="list-style-type: none"> Do the materials use appropriate vocabulary, examples, and content? Materials offer supplemental options to address the spectrum of skill level and maturity in a classroom. 	0 1 2	
		Materials ensure new learning builds upon previous learning.	Review the materials and determine if the materials provide themes and patterns to promote understanding? Questions to ask: <ul style="list-style-type: none"> Are there structures within the text to identify connections to previous learning? Do materials provide a scope and sequence or framework connecting previous activities and skills? 	0 1 2	
		Materials anticipate and address misconceptions.	Review a variety of units/chapters and determine if the materials address student misconceptions. Questions to ask: <ul style="list-style-type: none"> Are typical misconceptions identified? Are misconceptions addressed and correct explanations offered? 	0 1 2	

SECTION I: Alignment to the 2018 Oregon Social Sciences Standards					
Criterion 12, 13, & 17: COHERENCE Encourage integration of history, economics, geography, civics, financial literacy, multicultural studies, and Social Science Analysis. Promote cross-curricular instruction (e.g. English Language Arts, science, the arts, mathematics and technology). Provide geographic connections for major local, regional, national, and world events. 4: Meets all criteria (6 points) 3: Adheres to the criteria (4-5 points, no zeros) 2: Sometimes adheres to the criteria (3 points) 1: Occasionally adheres to the criteria (1-2 points) 0: Does not meet the criteria Final Comments and Suggestions for Improvement:	Quality indicators	How to Find the Evidence	Rating	Specific Evidence from Materials	
		Materials provide examples that cross content lines, showing the real-world integration of geography, history, economics, and civics.	Review a different unit/chapter and determine if the materials provide inter-disciplinary connections. Questions to ask: <ul style="list-style-type: none"> Do the materials make connections between Social Sciences content areas or provide one discipline-specific approach? Do teacher support materials clearly outline potential cross-curricular connections? 	0 1 2	
		Materials provide opportunities for students to use and refine reading, writing, science, math, and technology skills while studying geography.	Review a different unit/chapter and any provided alignment documents to determine if Oregon mathematics/reading/writing standards are addressed at grade level. Questions to ask: <ul style="list-style-type: none"> Do the materials provide opportunities to integrate grade-level appropriate math, reading, and writing skills? Do the opportunities to integrate math and literacy focus on Social Sciences applications? Do the materials provide opportunities to integrate science and technology skills with a Social Sciences focus? 	0 1 2	
		Materials provide students opportunities to analyze local/regional/national/world events and recognize geography features and implications.	Review different units/chapters and determine if students have opportunities to analyze events from the perspective of geography. Questions to ask: <ul style="list-style-type: none"> Do the materials provide activities and projects that encourage geographic research, explanations, predictions, and descriptions? Do the materials provide activities and projects related to historical or current geographic events? 	0 1 2	

SECTION I: Alignment to the 2018 Oregon Social Sciences Standards				
Criterion 15 & 16: COHERENCE Provide opportunities for instruction relating to recurring themes and patterns. Provide clear purposes for learning experiences, including but not limited to: a. essential questions b. learning targets/objectives c. alignment with state standards 4: Meets all criteria (6 points) 3: Adheres to the criteria (4-5 points, no zeros) 2: Sometimes adheres to the criteria (3 points) 1: Occasionally adheres to the criteria (1-2 points) 0: Does not meet the criteria Final Comments and Suggestions for Improvement:	Quality indicators	How to Find the Evidence	Rating	Specific Evidence from Materials
	Materials make major geography themes evident and include themes in multiple examples.	Review the materials and determine if the materials provide themes and patterns to promote understanding. Questions to ask: <ul style="list-style-type: none"> Are there structures within the text to identify connections to previous learning? 	0 1 2	
	Materials ensure students understand the learning is relevant, timely, and authentic.	Review a variety of units/chapters and determine if the materials provide students with real-world connections. Questions to ask: <ul style="list-style-type: none"> Does the material provide real-world connections to the learning? Does the material provide Examples of events and issues that relate to current situations? Is the material explicit about reasons why the learning is important to the student/the community/the nation and world? 	0 1 2	
	Materials support active student inquiry.	Review a different unit/chapter and determine if the materials provide connections to the Inquiry Arc from the C3 Framework. Questions to ask: <ul style="list-style-type: none"> Do the materials show inquiry as a multi-step process? Are there references to the C3 Framework in the materials? Do the teacher support materials provide guidance on increasing student inquiry? Are supplemental materials included to encourage enrichment activities or student-guided studies? 	0 1 2	

SECTION II - V: Instructional Supports and Monitoring Student Progress
Key Criteria

Rate each indicator in Section II & III according to whether it is met, partially met, or not met. Award points for each indicator as shown.

II, III, IV, & V - INDICATORS OF QUALITY: Student Engagement, Differentiated Instruction, Extensions & Educator Supports, & Monitoring Student Progress	SCORE Partially meets/ Not sure Meets			EVIDENCE
20. Engage students in the understanding of everyone’s rights and responsibilities through social action beyond the classroom.	0	1	2	
23. Provide opportunities for varied activities (e.g., hands on learning, physical movements, simulations, research opportunities, integrated technology, and role play).	0	1	2	
26. Address Oregon English Language Proficiency Standards in reading, writing, listening, and speaking.	0	1	2	
28. Provide meaningful adaptations, modifications, and extensions based in student inquiry that provide depth of understanding for all students (e.g., TAG, ELL, SPED, & Alternative Education).	0	1	2	
43. Provide multiple opportunities and formats within each unit (e.g., debate, oral presentation) for students to demonstrate skills, content knowledge, and receive feedback.	0	1	2	
44. Assessments employ use of higher level thinking (e.g., synthesis, evaluation, and analysis) with accompanying scoring guides.	0	1	2	
45. Assess student proficiency using a variety of methods that recognize various perspectives, and are accessible, adaptable, and culturally unbiased for all students (e.g., Talented and Gifted (TAG), English Language Learners (ELL) and Special Education (SPED) students, and Alternative Education students).	0	1	2	
Total (points possible)				

**SECTION II & III: Instructional Supports
Supporting Criteria**

Rate each indicator in Section IV according to whether it is met, partially met, or not met. Award points for each indicator as shown.

II - INDICATORS OF QUALITY: Student Engagement	SCORE			EVIDENCE
	Does not meet	Partially meets/ Not sure	Meets	
18. Offer authentic and meaningful student-centered activities that build interest and understanding of varied lived experiences.	0	1	2	
19. Foster and encourage conversations, discourse, empathy, critical thinking, and curiosity while addressing past and present forms of systemic oppression.	0	1	2	
21. Offer guidance for a variety of inclusive, cooperative strategies that question stereotypes to engage all student.	0	1	2	
22. Utilize students' prior knowledge, skills, and experiences to provide a context for making sense of events and/or seeking solutions to problems.	0	1	2	
24. Provide activities that incorporate the arts.	0	1	2	
III - INDICATORS OF QUALITY: Differentiated Instruction				
25. Facilitate planning and implementation of differentiated instruction addressing the needs of Talented and Gifted (TAG), English Language Learners (ELL) and Special Education (SPED), and Alternative Education students.	0	1	2	
27. Provide direct access to equitable resources through various levels of technology. a. Speech to text b. Text to speech c. Audio books d. Digital copies e. Available in various languages	0	1	2	
29. Support and guide literacy instruction with leveled and accessible text while teaching social sciences concepts.	0	1	2	
Total (points possible)				

**SECTION IV: Instructional Supports
Supporting Criteria**

Rate each indicator in Section III according to whether it is met, partially met, or not met. Award points for each indicator as shown.

IV - INDICATORS OF QUALITY: Extensions & Educator Supports	SCORE			EVIDENCE
	Does not meet	Partially meets/ Not sure	Meets	
30. Contain a variety of regularly updated and user-friendly, online materials and resources in culturally-sensitive language that are responsive to current events and changes in perspectives that are available to teachers, students and families.	0	1	2	
31. Provide ongoing and embedded professional development (e.g. video tutorials, webinars) for implementation and continued use of the instructional materials.	0	1	2	
32. Aligned to the Oregon Social Science standards.	0	1	2	
33. Include high interest material and activities in various formats (e.g. photographs, videos, graphics, oral histories, artifacts).	0	1	2	
34. Provide guidance on discussing controversial or sensitive topics.	0	1	2	
35. Avoid tokenistic presentations of cultures.	0	1	2	
36. Materials provide a wide variety of age appropriate primary and secondary sources (both written and oral traditions) including but not limited to: <ul style="list-style-type: none"> a. real-life situations or mirror real-life situations b. highlight vocabulary c. focused and clear graphics, illustrations, maps, and other multimedia d. case studies e. art 	0	1	2	
37. Emphasize academic vocabulary at all levels.	0	1	2	
38. Include objectives and learning targets written in student centered language.	0	1	2	
39. Materials provide interactive and manipulative maps that include real time movement of people and diffusion of cultures across the globe in a real time map.	0	1	2	
Total (points possible)				

SECTION V: Monitoring Student Progress
Supporting Criteria

Rate each indicator in Section III according to whether it is met, partially met, or not met. Award points for each indicator as shown.

V - INDICATORS OF QUALITY: Monitoring Student Progress	SCORE			EVIDENCE
	Does not meet	Partially meets/ Not sure	Meets	
40. Provide various achievement level models of formative and summative assessments that are aligned to the Oregon Academic Content Standards for Social Sciences, the standards for Literacy in History/Social Studies, and Oregon Essential Skills for (1) reading, (2) writing, (3) applying mathematics.	0	1	2	
41. Allow teachers to access, revise/edit, share and print from digital sources to create and/or modify assessments (e.g., readings, labs, rubrics, primary source documents, simulations, case studies, political cartoons, graphs, maps, test bank).	0	1	2	
42. Use varied modes of assessment (e.g., pre-, formative, summative, peer, group/ collaborative, and self-assessment).	0	1	2	
46. Digital mapping assessments offer students the ability to analyze and propose solutions to problems or issues presented.	0	1	2	
Total (points possible)				