Social Studies -ISL (rev.6.23)

You may wish to change your printer settings to "landscape" mode if you have a rubric with many performance columns.

	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	NEARING EXPECTATIONS	BELOW EXPECTATIONS
2A—PLAN LEARNING SEQUENCES THAT DEMONSTRATE SOCIAL STUDIES KNOWLEDGE ALIGNED WITH THE C3 FRAMEWORK, STATE-REQUIRED CONTENT STANDARDS, AND THEORY AND RESEARCH.	Candidates plan learning sequences that demonstrate an explicit and specific alignment with the C3 Framework, state- required content standards, and theory and research.	Candidates plan learning sequences that demonstrate general alignment with the C3 Framework, state-required content standards, and theory and research.	Candidates plan learning sequences.	Candidates don't provide evidence of planning learning sequences.
2B—PLAN LEARNING SEQUENCES THAT ENGAGE LEARNERS WITH DISCIPLINARY CONCEPTS, FACTS, AND TOOLS FROM THE SOCIAL STUDIES DISCIPLINES TO FACILITATE SOCIAL STUDIES	Candidates plan learning sequences that engage learners with disciplinary concepts, facts, and tools from the social studies disciplines to foster everyday literacies, disciplinary literacies, and inquiry literacies.	Candidates plan learning sequences that engage learners with disciplinary concepts, facts, and tools from the social studies disciplines that enable students to understand the world around them.	Candidates plan learning sequences that use disciplinary concepts, facts, and tools.	Candidates don't plan learning sequences that use disciplinary concepts, facts, and tools.

	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	NEARING EXPECTATIONS	BELOW EXPECTATIONS
LITERACIES FOR CIVIC LIFE.				
2C—CANDIDATES PLAN LEARNING SEQUENCES THAT ENGAGE LEARNERS IN DISCIPLINARY INQUIRY TO DEVELOP SOCIAL STUDIES LITERACIES FOR CIVIC LIFE.	Candidates plan learning sequences that engage learners in the discipline- specific ways of knowing that characterize social studies subject matter that enable students to investigate issues in the world around them.	Candidates plan learning sequences that engage learners in the discipline- specific ways of knowing that characterize social studies subject matter that enable students to understand the world around them	Candidates plan learning sequences that use inquiry.	Candidates don't use inquiry when planning learning sequences.
2D—CANDIDATES PLAN LEARNING SEQUENCES WHERE LEARNERS CREATE DISCIPLINARY FORMS OF REPRESENTATION THAT CONVEYS SOCIAL STUDIES KNOWLEDGE AND	Candidates plan learning sequences where learners will create disciplinary forms of representation that communicate the results of disciplinary inquiry that fosters political knowledge, self-interested investment in	Candidates plan learning sequences where learners will create disciplinary forms of representation that communicate the results of disciplinary inquiry.	Candidates plan learning sequences that include forms of representation.	Candidates don't use forms of representation when planning learning sequences.

	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	NEARING EXPECTATIONS	BELOW EXPECTATIONS
CIVIC COMPETENCE.	political engagement, and a disposition toward a more inclusive, just, and equitable society.			
2E—PLAN LEARNING SEQUENCES THAT USE TECHNOLOGY TO FOSTER CIVIC COMPETENCE.	Candidates plan learning sequences that use technology to investigate questions related to diverse, problematic, and controversial issues that lead to a more inclusive, just, and equitable society.	Candidates plan learning sequences that use technology to investigate questions.	Candidates plan learning sequences that uses very little technology as a way to investigate questions.	Candidates do not use any technology while planning learning sequences as a way to investigate questions.
3A—CANDIDATES DESIGN A RANGE OF AUTHENTIC ASSESSMENTS THAT MEASURE LEARNERS" MASTERY OF DISCIPLINARY KNOWLEDGE, INQUIRY, AND	Candidates design a range of authentic assessments that measure how learners explain, apply or justify conclusions that are the result of disciplinary knowledge, inquiry, and forms of	Candidates design a range of authentic assessments that measure how learners explain, apply or justify conclusions that are the result of disciplinary knowledge, inquiry, and forms of	Candidates design assessments that measure learning.	Candidates do not design assessments that measure learning.

	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	NEARING EXPECTATIONS	BELOW EXPECTATIONS
FORMS OF REPRESENTATION FOR COMPETENCE IN CIVIC LIFE AND DEMONSTRATE ALIGNMENT WITH STATE-REQUIRED CONTENT STANDARDS.	representation that fosters political knowledge, a self-interested investment in political engagement, and a disposition toward a more inclusive, just, and equitable society. AND Candidates will also align assessments with state- required content standards.	representation. AND Candidates also align assessments with state- required content standards.		
3B—CANDIDATES DESIGN COHERENT AND RELEVANT EXPERIENCES AND ENGAGE LEARNERS IN DISCIPLINARY KNOWLEDGE, INQUIRY, AND FORMS OF REPRESENTATION FOR COMPETENCE IN CIVIC LIFE AND	Candidates design coherent and relevant learning experiences that fosters political knowledge, a self-interested investment in political engagement, and a disposition toward a more inclusive, just, and equitable	Candidates design coherent and relevant learning experiences that engage learners in disciplinary knowledge, inquiry, and forms of representation. AND Candidates also align learning experiences with	Candidates design learning experiences.	Candidates do no design learning experiences.

	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	NEARING EXPECTATIONS	BELOW EXPECTATIONS
DEMONSTRATE ALIGNMENT WITH STATE REQUIRED CONTENT STANDARDS.	society. AND Candidates will also align assessments with state- required content standards.	state-required content standards.		
3C—CANDIDATES USE THEORY AND RESEARCH TO IMPLEMENT A VARIETY OF INSTRUCTIONAL PRACTICES AND AUTHENTIC ASSESSMENTS FEATURING DISCIPLINARY KNOWLEDGE, INQUIRY, AND FORMS OF REPRESENTATION FOR COMPETENCE IN CIVIC LIFE.	Candidates use principles from theory and research to justify implementation of a variety of instructional practices and authentic assessments featuring disciplinary knowledge, inquiry, and forms of representation for competence in civic life.	Candidates implement a variety of instructional practices and authentic assessments that draw upon general concepts from theory and research.	Candidates implement instructional practices and assessments.	Candidates do not implement instructional practices and assessments.
3D—CANDIDATES EXHIBIT DATA	Candidates collect, analyze, and interpret various	Candidates collect, analyze, and interpret various	Candidates collect student assessment data.	Candidates do no collect student assessment data.

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LITERACY BY USING ASSESSMENT DATA TO GUIDE INSTRUCTIONAL DECISION-MAKING AND REFLECT ON STUDENT LEARNING OUTCOMES RELATED TO DISCIPLINARY KNOWLEDGE, INQUIRY, AND FORMS OF REPRESENTATION FOR COMPETENCE IN CIVIC LIFE.	types of data including student-learning outcomes to transform data into actionable curriculum, knowledge of students, and/or instructional practices related to disciplinary knowledge, inquiry, and forms of representation for competence in civic life.	types of data including student-learning outcomes to help determine instructional decision-making.		
3E—CANDIDATES ENGAGE LEARNERS IN SELF-ASSESSMENT PRACTICES THAT SUPPORT INDIVIDUALIZED LEARNING OUTCOMES RELATED TO DISCIPLINARY	Candidates engage learners in self-assessment practices that may include setting learning goals, participating in reflective thinking, acquiring feedback from peers and others, and conducting self-	Candidates engage learners in self-assessment practices that monitor and evaluate the quality of their thinking and behavior when learning.	Candidates utilize assessment practices in the classroom.	Candidates do not utilize assessment practices in the classroom.

	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	NEARING EXPECTATIONS	BELOW EXPECTATIONS
KNOWLEDGE, INQUIRY, AND FORMS OF REPRESENTATION FOR COMPETENCE IN CIVIC LIFE.	evaluations related to disciplinary knowledge, inquiry, and forms of representation for competence in civic life.			
4A—CANDIDATES USE KNOWLEDGE OF LEARNERS' SOCIO-CULTURAL ASSETS, LEARNING DEMANDS, AND INDIVIDUAL IDENTITIES TO PLAN AND IMPLEMENT RELEVANT AND RESPONSIVE PEDAGOGY THAT ENSURES EQUITABLE LEARNING OPPORTUNITIES IN SOCIAL STUDIES.	Candidates use knowledge of learners' socio-cultural assets, learning demands, and individual identities to plan and implement pedagogy that is relevant to learners' personal, family, and community experiences that demonstrate rigorous expectations for all learners and the necessary scaffolding that ensures their success. AND Candidates	Candidates use knowledge of learners' socio-cultural assets, learning demands, and individual identities to plan and implement pedagogy that is relevant to learners' personal, family, and community experiences. AND Candidates use knowledge of learners' socio-cultural assets, learning demands, and individual identities to plan and implement pedagogy that is	Candidates plan and implement pedagogy that acknowledges learners' socio-cultural assets, learning demands, and individual identities.	Candidates plan and implement pedagogy that acknowledges learners' socio-cultural assets, learning demands, and individual identities.

	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	NEARING EXPECTATIONS	BELOW EXPECTATIONS
	use knowledge of learners' socio-cultural assets, learning demands, and individual identities to plan and implement pedagogy that is relevant to learners' cognitive and emotional demands that demonstrate rigorous expectations for all learners and the necessary scaffolding that ensures their success.	relevant to learners' cognitive and emotional demands.		
4B—CANDIDATES FACILITATE COLLABORATIVE LEARNING ENVIRONMENTS IN WHICH LEARNERS USE DISCIPLINARY FACTS, CONCEPTS, AND TOOLS, ENGAGE IN	Candidates facilitate collaborative learning environments that foster a community of learners who engage with knowledge, practices, and forms of	Candidates facilitate collaborative learning environments that feature knowledge, practices, and forms of representation across social	Candidates direct learning environments that support teacher-dependent learning.	Candidates do not direct learning environments that support teacher-dependent learning.

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DISCIPLINARY INQUIRY, AND CREATE DISCIPLINARY FORMS OF REPRESENTATION ACROSS THE SOCIAL STUDIES DISCIPLINES.	representation across social studies disciplines to become informed advocates for an inclusive and equitable society.	studies disciplines to explore civic life.		
4C—CANDIDATES ENGAGE LEARNERS IN ETHICAL REASONING TO DELIBERATE SOCIAL, POLITICAL, AND ECONOMIC ISSUES, COMMUNICATE CONCLUSIONS, AND TAKE INFORMED ACTION TOWARD ACHIEVING A MORE INCLUSIVE AND EQUITABLE SOCIETY.	Candidates facilitate learners' engagement in ethical reasoning to deliberate social, political, and economic issues and communicate conclusions and take informed action that challenges the effects of injustice in schools, community, or society.	Candidates facilitate learners' engagement in ethical reasoning to deliberate social, political, and economic issues and communicate conclusions that identify potential opportunities for informed action.	Candidates acknowledge social, political, and economic issues with learners.	Candidates do not acknowledge social, political, and economic issues with learners.