

The assignment review protocol is intended to help teachers, leaders, and other stakeholders answer the question, “Does this task give students the opportunity to meaningfully engage in worthwhile grade-level content?”. If students have not yet completed the task, users only review the quality of the task. If students have completed the task, users first review the quality of the task and then analyze students’ performance.

**Content: Does this assignment align with the expectations defined by grade-level standards, including a high-quality text and text-based questions?**

<p><b>Is this assignment based on one or more high-quality, grade-appropriate text(s)?<sup>i</sup></b></p> <ul style="list-style-type: none"> <li>Is the <u>Lexile level</u> appropriate for the grade level? (See <u>Appendix A</u>, page 8 of the CCSS for target Lexile ranges by grade band.)</li> <li>Is the text appropriately <u>qualitatively complex</u> for the grade?</li> <li>Does the text build content and/or cultural knowledge? Is the text worth reading closely and re-reading?</li> </ul>	Yes	No
	Evidence:	
<p><b>What grade-level CCR standard(s) does the assignment focus on?<sup>ii</sup></b></p>	Standard(s):	
<p><b>Does the assignment contain questions and/or tasks that reach the depth of grade-level standard(s)?</b></p> <ul style="list-style-type: none"> <li>Does the assignment align closely to expectations articulated by grade-band standards in the C3 Framework to support students in building content knowledge, as defined by state content standards for social studies?</li> <li>Does the assignment focus on students’ comprehension of the central ideas and key details in the text?</li> <li>Does the assignment align to appropriate CCR literacy standards for the grade-level?</li> </ul>	Yes	No
	Evidence:	
<p><b>Overall Content Rating</b></p> <p>Overall, do the content demands of this assignment align with the expectations defined by grade-level standards?</p>		
<p><b>0 – No Opportunity</b> The assignment is not based on a high-quality, grade appropriate text.</p>	<p><b>1 – Minimal Opportunity</b> The assignment is based on a high-quality, grade-appropriate text but does not contain questions that reach the depth of the standards.</p>	<p><b>2 – Sufficient Opportunity</b> The assignment is based on a high-quality, grade-appropriate text and contains questions that reach the depth of the grade-level standards.</p>

**Practice: Does the assignment provide meaningful practice opportunities for this content area and grade level?**

<p><b>Does the assignment provide the opportunity for students to engage in critical social studies practices?</b></p> <ul style="list-style-type: none"> <li>Does the assignment provide opportunity to engage in at least one of the critical social studies practices? (Developing questions and planning inquiries; Applying disciplinary concepts and tools; Evaluating sources and using evidence; Communicating conclusions and taking informed action.)<sup>iii</sup></li> <li>Does the assignment require students to use what they learned from the text to support their ideas in a grade appropriate way?</li> </ul>	Yes	No
	Evidence:	
<p><b>Does the assignment integrate more than one grade-level reading, writing and/or speaking and listening standard in service of comprehension?</b></p> <ul style="list-style-type: none"> <li>Does the assignment focus on more than one grade-level literacy standard at the intended level of depth?</li> </ul>	Yes	No
	Evidence:	
<p><b>Overall Practice Rating</b></p> <p>Overall, to what extent does the assignment provide meaningful practice opportunities for this content area and grade level?</p>		
<p><b>0 – No Opportunity</b> The assignment does not provide opportunity for students to engage in critical social studies practices, <u>and</u> does not integrate literacy standards.</p>	<p><b>1 – Minimal Opportunity</b> The assignment provides opportunity to engage in critical social studies practice, <u>or</u> it integrates literacy standards.</p>	<p><b>2 – Sufficient Opportunity</b> The assignment provides opportunity to engage in critical social studies practices, <u>and</u> it integrates literacy standards.</p>

**Relevance: Overall, does the assignment give students an authentic opportunity to connect academic standards to real-world issues and/or contexts?**

<b>Does the assignment build grade-appropriate content and/or cultural knowledge?</b> <ul style="list-style-type: none"> <li>Do texts and/or tasks build academic content knowledge related to grade-level state standards in social studies?</li> </ul>	Yes	No
Evidence:		
<b>Does the assignment give students a chance to share and defend their thinking when speaking or writing about content?</b> <ul style="list-style-type: none"> <li>Do students have an opportunity to develop a claim and defend their thinking?</li> <li>Does the assignment provide opportunity for students to share their developing thinking in their own words?</li> </ul>	Yes	No
Evidence:		
<b>Does the assignment connect academic standards to real-world issues?</b> <ul style="list-style-type: none"> <li>Do students have an opportunity to connect the content of the lesson to current events, local people and places or important disciplinary debates? To their own lives and/or the world around them?</li> </ul>	Yes	No
Evidence:		
<b>Overall Relevance Rating</b>		
Overall, to what extent does the assignment give students an authentic opportunity to connect academic standards to real-world issues and/or contexts?		
<b>0 – No Opportunity</b> <i>The assignment does not build grade-appropriate knowledge, does not give students a chance to share their thinking, and does not connect to real-world issues.</i>	<b>1 – Minimal Opportunity</b> <i>The assignment builds grade-appropriate knowledge. It does not give students a chance to share their thinking and does not connect to real-world issues.</i>	<b>2 – Sufficient Opportunity</b> <i>The assignment builds grade-appropriate knowledge. It also gives students a chance to share their thinking <u>and/or</u> it connects to real world issues.</i>

**Student Performance**

<b>Which students met the expectations of the assignment, as communicated by the directions and/or scoring key?</b>						
<ul style="list-style-type: none"> <li>If no directions and/or scoring key is provided, assume 80% accuracy and completion meets the assignment expectations.</li> </ul>						
<b>Student 1</b>	<b>Student 2</b>	<b>Student 3</b>	<b>Student 4</b>	<b>Student 5</b>	<b>Student 6</b>	
Evidence:						
<b>Which students met the expectation of the target standard(s) for the assignment?</b>						
<ul style="list-style-type: none"> <li>If the assignment meets the demands of the standards, then student performance on the standards should match that of the assignment</li> <li>If the assignment does not meet the demands of the standards, then student performance likely won't meet the demands of the standards</li> </ul>						
<b>Student 1</b>	<b>Student 2</b>	<b>Student 3</b>	<b>Student 4</b>	<b>Student 5</b>	<b>Student 6</b>	
Evidence:						

<sup>i</sup> Charts, graphs, and videos are considered texts, and should be analyzed for their qualitative complexity and/or relevant content.

<sup>ii</sup> We used the [C3 Framework](#) published by the National Council for the Social Studies as our primary standards for CCR social studies instruction. We also consulted the [Common Core Standards for History/Social Studies](#) to assess opportunities for grade-level practice, and grade-level state standards for social studies to assess whether tasks focused on building appropriate content knowledge.

<sup>iii</sup> These four critical practices are presented as the four dimensions of the [C3 Framework](#). Within the framework are additional details.