

# High School Preparatory Course Certification

## Social Studies Rubric

School:

Course:

Evaluators:

### **Working Definition:**

A “high school-ready” course consists of intellectually rigorous coursework that covers sufficient content and requires students to demonstrate the higher-order thinking skills and develop the academic and personal behaviors that will enable them to be successful in high school.

Thank you for helping the DOE to evaluate middle school courses for HSPCC certification.

The HSPCC certification process is designed to recognize high school courses that are preparing students for high school and to reward schools with credit on the high school readiness metric of the Progress Report for all students who pass one these courses. In order to earn HSPCC certification, a course must pass both a quantitative and a qualitative evaluation.

This packet is designed to help you make a qualitative determination of the high school-readiness of a course. The qualitative evaluation focuses on two main areas: **Content** and **Academic Rigor**.

### **What you should have**

In addition to this evaluation packet, you should also have received a complete application for the course you are evaluating. That application should include the following:

1. A syllabus, curriculum map, scope and sequence, or equivalent document
2. A list of all key texts that are used in the course
3. Copies of all major assignments that students are expected to complete (including rubrics, scoring guides, etc.)
4. Copies of graded student work for two major assignments
5. An explanation of the grading policy
6. An explanation of any prerequisite requirements for student to enroll in the course
7. Written responses to short answer questions

*Where you can confidently make a decision on the course's qualitative evaluation outcome (in either direction), please do so. If you require the submission of an additional course artifact or document, please contact Valerie Samn ([vsamn@schools.nyc.gov](mailto:vsamn@schools.nyc.gov)).*

### **What is included in the application review packet**

1. **Two worksheets**, one for each category – these worksheets are intended to help you focus on aspects of the application that pertain to the categories covered in the rubric.
2. A **rubric** with 2 categories.
3. A **matrix** that demonstrates how the Rubric Determinations will be used in the Overall Determination.
4. A **guide** for your school observations.
5. A **reviewer recommendation** section where you will provide a recommendation based on your overall impression of the course.
6. An **application feedback form** where you will provide concrete strengths and areas for growth that will be shared with the school.

## Recommended use of the packet

1. Read the application.
2. Fill out the rubric.  
*The category worksheets are included to assist in your rubric determination. While they are not officially “counted” as part of the evaluation, we ask that you complete them as part of your review process.*
3. Complete the Reviewer Recommendation.  
*Based on your review of the entire application, would you recommend that this course be certified as High School-Ready? Why or why not?*
4. Complete the Application Feedback form.
  - a. What are some strengths of the course that emerge from the application?
  - b. What are some areas for growth that emerge from the application?

<b>CONTENT Worksheet (Social Studies)</b>	Very Often	Often	Somewhat Often	Infrequent or Never
<p><b><i>Based on the evidence provided, are students prepared for the content knowledge expectations of students who enroll in a high school Social Studies/History course?</i></b></p> <ul style="list-style-type: none"> <li>• Students are exposed to KEY concepts and big ideas of the subject, such as the important events, documents, social movements, political processes, and historic figures that have shaped the historical period of the course.</li> <li>• Students understand the social, economic, civic values, and government structures of significant periods in history and how these factors shaped those who lived at that time.</li> <li>• Content is aligned to the NYS Standards in Social Studies at the 8<sup>th</sup> grade level or beyond. (See attached subject-specific concept lists to help you guide your determination.)</li> </ul>				
<p><b><i>Based on the evidence provided, are students asked to and prepared to demonstrate the Thinking Skills articulated in the NYS Standards for Social Studies?</i></b></p> <ul style="list-style-type: none"> <li>• Students demonstrate the skill of comparing and contrasting.</li> <li>• Students draw inferences and make conclusions.</li> <li>• Students demonstrate the skill of evaluating.</li> <li>• Students distinguish fact vs. opinion.</li> <li>• Students find and solve multi-step problems.</li> <li>• Students demonstrate the skill of decision making.</li> <li>• Students handle diversity of interpretation.</li> </ul>				

	Very Often	Often	Somewhat Often	Infrequent or Never
<p><b>Based on the evidence provided, are students asked to and prepared to demonstrate the Reading (RH) and Writing (WHST) skills articulated in the 6-8<sup>th</sup> grade expectations of the CCLS standards?</b></p> <ul style="list-style-type: none"> <li>• Students are asked to analyze the relationship between a primary and secondary source on the same topic, cite specific textual evidence to support their analysis of primary and secondary sources, and know and can articulate the difference between fact, opinion, and reasoned judgment in both primary and secondary sources. (RH.1, RH.8, RH.9)</li> <li>• Students are asked to determine the central idea of a primary or secondary source, and summarize it without their own prior knowledge or opinions. (RH.2)</li> <li>• Students identify key steps in a text’s description of a process related to history/social studies (e.g. how a bill becomes a law) (RH.3)</li> <li>• Students are asked to determine the meaning of words and phrases, including domain-specific vocabulary, based on how they are used in the text. (RH.4)</li> <li>• Students are asked to describe how an author presents information (e.g. comparatively, causally) and how the author reveals his or her point of view or purpose in the text (e.g. loaded language, inclusion or exclusion of particular facts). (RH.5, RH.6)</li> <li>• Students are asked to integrate visual information (e.g. charts, graphs) with other information in print and digital texts. (RH.7)</li> <li>• Students are asked to write arguments and support claims focused on discipline-specific content in which they introduce claim(s) and distinguish claim(s) from alternate or opposing claims. (WHST.1)</li> <li>• Students are asked to support written claims with relevant information and logical reasoning to show they understand the topic and text about which they are writing. (WHST.1)</li> <li>• Students are asked to write informative/explanatory texts that include narrating historical events. (WHST.2)</li> <li>• Students use appropriate organizational structures, styles, and language. (WHST.4)</li> </ul>				
<p><b>Are students in the course exposed to the analysis and evaluation skills expected of students who enter high school?</b></p> <ul style="list-style-type: none"> <li>• Students conduct short research projects drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (W.7)</li> <li>• Students gather and assess the credibility/accuracy of sources, using search terms effectively. (W.8)</li> <li>• Students quote/paraphrase the data and conclusions of others, avoid plagiarism, and follow a standard format for citation. (W.8)</li> <li>• Students draw evidence from literary or informational texts to support analysis, reflection, and research. (W.9)</li> </ul>				

	Very Often	Often	Somewhat Often	Infrequent or Never
<p><b><i>Are students in the course given multiple opportunities to practice academic behaviors comprised of work habits, organizational, communication, and problem-solving skills to help prepare them for success in high school and careers?</i></b></p> <p><i>Motivation</i></p> <ul style="list-style-type: none"> <li>• Students are provided with opportunities to set long term and short term goals.</li> <li>• Students are provided with opportunities to take initiative in their learning.</li> </ul> <p><i>Engagement</i></p> <ul style="list-style-type: none"> <li>• Students have opportunities to develop their voice.</li> <li>• Students have opportunities to develop civic awareness.</li> <li>• Students have opportunities to connect to their larger communities.</li> </ul> <p><i>Work habits and organizational skills</i></p> <ul style="list-style-type: none"> <li>• Students are given opportunities to persist through task completion.</li> <li>• Students are given opportunities to work independently.</li> <li>• Students have opportunities to learn time management and organizational skills.</li> <li>• Students are able to work with accuracy and precision.</li> </ul> <p><i>Communication/collaboration skills</i></p> <ul style="list-style-type: none"> <li>• Students have the opportunity to learn to work collaboratively.</li> <li>• Students have the opportunity to learn to communicate ideas.</li> <li>• Students develop methods of asking for help when necessary.</li> <li>• Students develop the ability to communicate in multiple formats, including appropriate use of digital literacy skills.</li> </ul> <p><i>Self-regulation</i></p> <ul style="list-style-type: none"> <li>• The curriculum and instructional activities provide opportunities to teach and develop problem-solving skills.</li> <li>• Students have opportunities to reflect on their learning.</li> </ul>				

<b>Content Demand (NYC 8<sup>th</sup> Grade Scope and Sequence)</b>	<b>Yes</b>	<b>No</b>	<b>Notes</b>
<b>An Industrial Society</b> <ul style="list-style-type: none"> <li>• Industrialization</li> <li>• Immigration</li> <li>• Effects of Industrialization and Immigration</li> <li>• Government and Business</li> </ul>			
<b>The Progressive Movement</b> <ul style="list-style-type: none"> <li>• Progressivism</li> <li>• Legislative Reform</li> <li>• U.S. Interaction with the World</li> <li>• World War I</li> </ul>			
<b>The United States as an Expansionist Nation</b> <ul style="list-style-type: none"> <li>• U.S. Interaction with the World</li> <li>• World War I</li> </ul>			
<b>The United States Between Wars</b> <ul style="list-style-type: none"> <li>• The Decades Between the Wars</li> <li>• The Great Depression</li> </ul>			
<b>The United States Assumes Worldwide Responsibilities</b> <ul style="list-style-type: none"> <li>• Causes of World War II</li> <li>• Postwar Years</li> </ul>			
<b>From World War II to the Present: The Changing Nature of the American People</b> <ul style="list-style-type: none"> <li>• Competing Superpowers</li> <li>• Internal Division and Unrest</li> <li>• Political Challenges (1960s-present)</li> </ul>			

<b>ACADEMIC RIGOR – Worksheet (Social Studies)</b>	Very Often	Often	Somewhat Often	Infrequent or Never
<i>Based on the evidence provided, is the course material sufficiently rigorous and intellectually challenging?</i>				
<i>In order to pass the course, are students expected to complete tasks that demonstrate mastery independently without significant assistance from the teacher or peers?</i>				
<p><i>Are the texts students are expected to read academically challenging enough to prepare them for a high school Social Studies/History course?</i></p> <ul style="list-style-type: none"> <li>• The language used is academic and discipline-specific.</li> <li>• Texts require the reader to have a familiarity with cultural, literary, and/or discipline knowledge.</li> <li>• Graphics (when used) are complex and their interpretation is essential to understanding the text and/or graphics provide an independent source of information.</li> <li>• Students read rigorous and intellectually demanding texts as defined in Appendix A of the Common Core Learning Standards.</li> </ul>				
<p><i>Based on the evidence provided, are students asked to complete tasks that ask them to use strategic thinking and reasoning (DOK Level 3) and/or extended thinking (DOK Level 4)?</i></p> <ul style="list-style-type: none"> <li>• Course work requires students to use reasoning and to develop a plan to approach a problem.</li> <li>• Course work requires decision making and justification.</li> <li>• Course work requires students to go beyond the text and explain, generalize, or connect ideas.</li> <li>• Course work requires students to develop a logical argument and cite evidence.</li> <li>• Course work involves an investigation or application to real world problems.</li> <li>• Course work requires students to analyze or synthesize information for multiple sources.</li> <li>• Course work requires time to research, problem solve, and process multiple conditions of the problem.</li> </ul>				

## Social Studies Course Rubric

### Category I: CONTENT

- *Is the material taught in this class the material that students are expected to know when beginning a high school level Social Studies/History course?*
- *Are students who pass this course prepared with the skills they will need to succeed in a high school level Social Studies/History course?*
- *In order to pass the course, are students expected to complete work that demonstrates mastery of the content and skills and shows that they can apply what they learn to new and novel situations without the support of the teacher?*

	<b><i>Considering the determinations you made using the Content Worksheet criteria, how would you rate the CONTENT of this course?</i></b>
<b>High School-Ready</b>	<ul style="list-style-type: none"> <li>• Students who pass the class will be familiar with most, if not all, of the content knowledge they are expected to know in an introductory high school course.</li> <li>• The skills embedded in this course are clearly and undoubtedly sufficient to prepare students for an introductory high school course.</li> </ul>
<b>Likely High School-Ready</b>	<ul style="list-style-type: none"> <li>• Students are exposed to most of the content knowledge they are expected to know in an introductory high school course.</li> <li>• The skills embedded in this course are likely to be sufficient to prepare students for an introductory high school course.</li> </ul>
<b>Potentially High School-Ready</b>	<ul style="list-style-type: none"> <li>• Students are exposed to some of the content knowledge they are expected to know in an introductory high school course.</li> <li>• The skills embedded in this course may be sufficient to prepare students for an introductory high school course.</li> </ul>
<b>Unlikely to be High School-Ready</b>	<ul style="list-style-type: none"> <li>• The course does not cover enough of the content knowledge expected to prepare students for introductory level course.</li> <li>• The skills embedded in this course are unlikely to be sufficient to prepare students for an introductory high school course.</li> </ul>

### Category II: ACADEMIC RIGOR

- *Is the material taught in this class sufficiently rigorous to consider this course High School-Ready?*
- *Are students expected to complete tasks that are intellectually rigorous?*

	<b><i>Considering the determinations you made using the Academic Rigor Worksheet criteria, how would you rate the ACADEMIC RIGOR of this course?</i></b>
<b>High School-Ready</b>	<ul style="list-style-type: none"> <li>• Academic tasks are very challenging and students are required to engage in an in-depth way on a regular basis.</li> <li>• Students are regularly asked to complete demanding work requiring higher-order thinking that will prepare them for an introductory high school course.</li> </ul>
<b>Likely High School-Ready</b>	<ul style="list-style-type: none"> <li>• Academic tasks are challenging and students are required to engage in an in-depth way on a regular basis.</li> <li>• Some of the work that students are asked to complete requires higher-order thinking that will prepare them for an introductory high school course.</li> </ul>
<b>Potentially High School-Ready</b>	<ul style="list-style-type: none"> <li>• Academic tasks are challenging but students interact with the material inconsistently OR course content is inconsistently challenging.</li> <li>• Very little of work that students are asked to complete requires higher-order thinking that will prepare them for an introductory high school course.</li> </ul>
<b>Unlikely to be High School-Ready</b>	<ul style="list-style-type: none"> <li>• Academic tasks are either not challenging enough OR students are not required to engage with material at anything but a cursory level.</li> <li>• Almost none of the work that students are asked to complete requires higher-order thinking that will prepare them for an introductory high school course.</li> </ul>

## Overall Determination

In order to “Pass” the Qualitative Evaluation, a course must be eligible for either a 1- or 3-year certification according to the Rubric Determination **AND** receive a “Yes” designation from the Reviewer Recommendation.

### Rubric Determination

		<b>ACADEMIC RIGOR</b>			
		High School-Ready	Likely High School-Ready	Potentially High School-Ready	Unlikely to be High School-Ready
<b>C O N T E N T</b>	High School-Ready	3-Year Certification	3-Year Certification	Does not meet	Does not meet
	Likely High School-Ready	3-Year Certification	1-Year Certification	Does not meet	Does not meet
	Potentially High School-Ready	Does not meet	Does not meet	Does not meet	Does not meet
	Unlikely to be High School-Ready	Does not meet	Does not meet	Does not meet	Does not meet

**Reviewer Recommendation**

*Is the work (both the content and the types of tasks) that students are expected to complete at least as challenging as the courses that already count toward the High School Readiness metrics, such as a course culminating in a Regents exam or state Language Proficiency Exam?*

	<b><i>Based on your holistic review of the course and considering the entirety of the application, do you recommend that this course receive certification as a “High School-Ready” course? Indicate Yes or No and then provide a short rationale for your recommendation.</i></b>
<b>Yes</b>	
<b>No</b>	

# Application Feedback

## Strengths

Please describe 3 – 5 strengths that emerge from the application.

*Ex. As evidenced by the curriculum map and the list of key texts, the course exposes students to a variety of points of view. Additionally, assignments such as the final project ask students to interact with and react to various points of view, as well as to conduct their own independent research and develop their own perspective on an issue of historical importance.*

1.

2.

3.

## Areas for Development

Please describe 3 – 5 areas of concern that emerge from the application.

*Ex. The final project asks students to engage in an authentic, inquiry-based task. However, the formative assessments and assignments leading up to it may not provide enough opportunities for students to practice strategies that will allow for independent completion of the final project.*

1.

2.

3.

