OCPS AP US History Adoption Rubric 2022-2023

Publisher:	**Name of Reviewer:**
Instructional Materials Name:	**School:**
Grade Level(s) Reviewed:	**Role:**

Since 1955, College Board's Advanced Placement Program (AP) has been a collaborative community of AP teachers and students, states, districts, schools, colleges, and universities committed to the daily work of developing college-level knowledge and skills. The Advanced Placement Program® (AP) enables willing and academically prepared students to pursue college-level studies while still in high school. Each AP course is modeled on a comparable introductory college course in the subject and has a culminating standardized college-level assessment or AP Exam. The following AP social science courses are included: AP Comparative Government and Politics, AP European History, AP Human Geography, AP Macroeconomics, AP Microeconomics, AP Psychology, AP United States Government and Politics, AP United States History, and AP World History: Modern. The following priorities for AP Courses have been articulated by the College Board:

- Priority 1: AP Stands for Clarity
- Priority 2: AP is an Unflinching Encounter with Evidence
- Priority 3: AP Opposes Censorship
- Priority 4: AP Opposes Indoctrination
- Priority 5: AP courses foster an open-minded approach to the histories and cultures of different peoples
- Priority 6: Every AP student who engages with evidence is listened to and respected.
- Priority 7: AP is a Choice for Parents and Students

Reviewers will evaluate the extent to which a set of materials best aligns to the the priorities by assigning one of the following ratings:

0	1	2	3
Product Does not Meet OCPS Criteria	**Product Minimally Meets OCPS Criteria**	**Produce Adequately Meets OCPS Criteria**	**Product Meets/Exceeds OCPS Criteria**
	(Present 1-33%)	**(Present 34-66%)**	**(Present (67-100%)**

Note: *In accordance with the addendum released on 6.9.2021, this rubric does not incorporate unsolicited strategies, such as social emotional learning and culturally responsive teaching. These strategies are not called for in the specifications because they are not aligned to the NGSSS Standards and, therefore, should not be evaluation criteria in reviewing instructional materials.*

Resources to reference during review:

- *AP US History Course & Exam Description*
- *OCPS K-12 Social Studies Textbook Adoption Guidelines Presentation*

Review Criteria	Comments/Specific Examples (pg #)	Score
1. Content - Building knowledge through high-quality instructional materials **This category will hold a weight multiplier of 2 as it is an essential priority.*		

1.1. Materials are aligned to the topics and themes outlined by the Course & Exam Description (CED). Materials portray the specific historical figures, groups and events outlined within the topics and themes.		
1.2. Historical sources and text have the appropriate level of complexity to make progress in preparing for the AP exam.		
1.3. Primary and secondary source texts in the materials are of high-quality and appropriately integrated within the content. Primary and secondary source texts identify a clear point of view, have purpose, and demonstrate a historical situation.		
1.4. Materials provide evidence of the reasoning processes students will be required to apply when engaging with the historical thinking skills on the AP exam. These texts are organized around the following cognitive operations: comparison, causation, and continuity and change.		
1.5. Texts provide a positive view of diverse ethnic groups and genders, including relevant graphics, images, experiences, and names representing African, Hispanic/Latino, American Indian, Asian, Pacific Islander cultures from multiple perspectives (excluding any stereotypes**).**		
1.6. The materials provide specific ELL and ESE strategies for instruction.		
1.7 The product's digital core content is available offline.		
	Total Score	**___/21**
<u>2. Instruction - Evidence-based questions, tasks, and assignments</u> **This category will hold a weight multiplier of 2 as it is an essential priority.*		
2.1. The materials contain support for students and teachers such as Progress Checks, primary and secondary sources, writing prompts, study guides, outlines, strategies for teaching, media supplements, learning activities and projects.		
2.2. The materials allow for student-centered instruction as appropriate to the content.		
2.3. The materials provide preparation for free response questions on the AP Exam.		
2.4. The product contains presentation, navigation, study tools and assistive supports that aid students,		

including those with disabilities, to access and interact with the material.		
2.5. The product provides tasks and resources that connect with a variety of diverse backgrounds and experiences.		
	Total Score	**___/15**
3. Usability for Teachers		
3.1. The structure and format of materials lends itself to an ease of navigation to allow teachers to access content and explicitly identify ideas and sequences.		
3.2. The product provides educative notes for the teacher on the depth of the content (including sample student responses or common misconceptions for reference).		
3.3. The product provides the teacher questions within lessons to promote historical discourse and reasoning.		
3.4 The product includes standards aligned ancillary materials (scaffolds, re-teach materials, etc.).		
3.5 The teacher edition provides the teacher with multiple strategies to teach content within the lesson (specifically for use of re-teach in small group on the current lesson).		
3.6 The materials are easy to adapt to meet the needs of all learners.		
3.7 Ongoing Professional Development is available for the length of the adoption cycle (5 years).		
	Total Score	**___/21**
4. Usability for Students		
4.1. The text has appropriate readability and an appearance generally considered attractive to the intended students.		
4.2. The materials include features to maintain learner motivation, including opportunities for informative and positive feedback on progress.		
4.3. The materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.		

4.4. The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.		
4.5. The assignments include questions and application activities during learning that give students opportunities to respond.		
4.6. The materials include review/practice questions at multiple levels.		
	Total Score	**___/18**
5. Assessment		
5.1. The materials include Progress Checks that contain formative multiple choice and free-response questions.		
5.2. The assessments and assessment items align to the full extent of the course content defined within the CED.		
5.3. The assessments include a variety of question types (multi-select, multiple choice, open-ended, etc.).		
5.4. The assessments include an appropriate quality and quantity of items.		
5.5. The assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes both formatively and summatively.		
	Total Score	**___/15**

TOTAL - Calculated percentage for each category:

Content (%) **weighted x2*	**Instruction (%)** **weighted x2*	**Usability for Teachers (%)**	**Usability for Students (%)**	**Assessment (%)**