

OSSRC Resource Review Rubric

Instructional Resources

Alignment with Ohio's Educational System

If the resource does not rate a "A" or "B" on all items [1 - 3], it will not be selected for the OSSRC Web Site.

	A	B	C
1. Alignment with the Ohio Social Studies Academic Content Standards	The resource is directly aligned with Ohio's Academic Content Standards. It emphasizes specific skills and knowledge within the Benchmarks and Indicators.	The resource partially contributes to student learning of specific skills and knowledge within the Benchmarks and Indicators.	The resource is not aligned with Ohio's Academic Content Standards and does not promote specific skills and knowledge within the Benchmarks and Indicators.

Source Base for the Resource

	A	B	C
2. Research Base	The resource is cited and reflects research that is widely known and generally accepted.	The resource reflects research that is widely known and generally accepted or shows promise of student success. (i.e. significant contributions of individuals)	The resource is anti-ethical to commonly accepted research findings and/or instructional practices.
	A	B	C
3. Content	The content is accurate and cites reliable and credible sources. It is presented in a way that promotes student understanding.	The content is generally accurate, but may not include desirable details or examples. (i.e. significant contributions of individuals)	The content contains factual or other errors.

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Quality and Usability Measures

Items 4 - 8 are the criteria that tell us whether, in your judgment, the resource suggests an effective teaching strategy. A resource must garner at least one "A" and no "C's" in this group of items, to be considered a candidate for "Best" or "Promising" practice. If the resource does not meet these minimal quality and usability criteria, it will not be selected for the OSSRC Web Site.

	A	B	C
4. Equity	The resource explicitly supports equity and access in both methodology and content.	The resource implicitly supports equity and access.	The resource suggests and/or promotes bias against identifiable populations.
	A	B	C
5. Differentiated Learning	The resource incorporates specific examples for accomodating differentiated learning and multiple skill levels	The resource includes suggestions for accomodating differentiated learning and multiple skill levels	The resource does not include examples or suggestions for accomodating differentiated learning and multiple skill levels.
	A	B	C
6. Student Engagement	The resource would hold the interest of most students in the age range and promotes both student activity and reflection.	The resource would hold the interest of some students in the age range and promotes student activity and/or reflection.	The resource would hold little interest for the majority of students in the age range and does not promote student activity and or reflection.
	A	B	C
7. Contextual Learning and/or Meaningful Application	The resource explicitly frames the content that is meaningful to students or significant to the world at large. (i.e. connected to current events)	The resource partially frames the content in a context that is meaningful to students.	The resource is largely devoid of either "real-world" or "student relevant" context.
	A	B	C
8. Adaptability	The resource is adaptable to a variety of learning settings, and there is a discussion that helps teachers adapt the resource to different settings.	The resource can be easily adapted to a variety of learning settings, even though examples for helping teachers adapt the resource to different settings are not provided.	The resource has too narrow and restrictive range of us. (i.e. female first graders in classes with fewer than 10 students)

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General Considerations

Items 9-13 are additional criteria for judging the quality of a website.

A resource must receive all "A's" and "B's" to be considered for Best Practice.

A rating of "C" on one of these items will enable the resource to be considered a Promising Practice.

A rating of "C" on two or more items will eliminate the resource from consideration for the OSSRC Web Site.

	A	B	C
9. Appropriate Use of Instruments, Equipment, and Technology	The resource reflects highly appropriate use of instruments, equipment, or technology, including examples for adapting the lesson to the instruments, equipment, or technology available.	The resource reflects appropriate use of instruments, equipment or technology. (i.e. Teachers will need to download a free program to use this resource)	The resource does not reflect the appropriate use of instruments, equipment or technology. (i.e. to use this resource teachers will need to gain access to equipment, instruments, or technology that is costly or inaccessible)
	A	B	C
10. Assessment	The resource includes both a pre and post assessment strategy aligned to the Benchmarks and Indicators and effectively measures student learning.	The resource includes suggestions for pre and/or post assessment strategies that align to the Benchmark and/or Indicator.	The resource does not include suggestions for assessing student learning.
	A	B	C
11. High Expectations	The resource reflects high expectations for all students including both the acquisition and application of knowledge in a broader context.	The resource reflects average expectations for students, and encourages the acquisition or application of the knowledge in a broader content.	The resource reflects low expectations for students and minimally encourages the acquisition or application of knowledge in a broader content.

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	A	B	C
12. Navigability	The resource is remarkable easy to navigate.	The resource is navigable without serious difficulty.	The resource's navigability makes it difficult to access the resource and/or it's attachments.
13. Presentation	The resource is clearly written to an appropriate audience and carefully edited	The resource is written to the appropriate audience with minimal errors.	The resource contains numerous errors and is not easily understood.
<p>The Ohio Social Studies Resource Center www.ossrc.org</p>			

The OSSRC would like to acknowledge the Ohio Resource Center for their encouragement and support in the adaptation and development of this document.

OSSRC Commentary