**Social Studies Classroom Walkthrough Tool**

*Developed by AIR to align with* [*HQIM Rubric Checklist*](https://docs.google.com/document/d/1bkUtNn8lIIzRpSM9ZBWYih7Ez0jBTpnn/edit?tab=t.0)

|  |  |  |
| --- | --- | --- |
| **Criteria for Success** | **Evidence of Success** | **Opportunities for Growth** |
| **The lesson is aligned to the Standards**   * The lesson clearly connects to the disciplinary content and skills in the standards. * The lesson asks students to engage with the DOK of the standard. * The lesson connects to other standards as they apply. * The lesson requires students to build upon prior knowledge and apply knowledge and skills from two or more strands/disciplines. * The lesson includes learning expectations, connected to the standards, that are well-defined for both students and teachers. |  |  |
| **The lesson requires Knowledge Building and Disciplinary Thinking**   * The lesson provides opportunities for students to build knowledge about content or concepts through analysis of a coherent selection of strategically sequenced, discipline-specific sources. * The lesson uses learning strategies that ask students to engage in disciplinary thinking and/or writing skills and promote an emphasis on building academic and content-specific vocabulary through a balance of reading, writing, speaking, listening, and analyzing like scholars in social studies. |  |  |

|  |  |  |
| --- | --- | --- |
| **Criteria for Success** | **Evidence of Success** | **Opportunities for Growth** |
| **The lesson requires Inquiry**   * The lesson is organized in a way that provides opportunities for inquiry through questioning and opportunities for students to generate and reflect upon their own questions, understandings, and inquiries. * The lesson provides opportunities for students to engage in one or more of the following: disciplinary writing, evidence-based reasoning, and discourse; evaluate and use evidence from sources; and draw conclusions and construct arguments. |  |  |
| **The lesson is Representative, Fair, and Accessible**   * The lesson includes appropriate supports, extensions, or scaffolds for reading, writing, listening, and speaking in social studies. * The lesson utilizes appropriate social studies instructional strategies to accommodate student learning needs. * The lesson is in response to the unique student population. * The lesson leverages students’ background knowledge and lived experiences through the inquiry process, rather than expecting students to contribute in prescribed ways. * The lesson focuses on a diversity of perspectives, voices, and narratives when possible. |  |  |

|  |  |  |
| --- | --- | --- |
| **Criteria for Success** | **Evidence of Success** | **Opportunities for Growth** |
| **The lesson is Usable**   * The content of the lesson is paced for completion within the allotted amount of time. * The lesson is well organized and includes supports to build student understanding of social studies content and skills. |  |  |
| **The lesson allows for Student Voice and Agency**   * The lesson allows for student-generated choice of content and strategies. * The lesson development process includes opportunities for students to surface ideas during the course of the lesson itself. * The lesson includes time for students to give feedback to each other and the teacher. |  |  |
| **The lesson includes Opportunities to Make Connections**   * The lesson is grounded in contexts and situations that are relevant to students’ current environment. * The lesson uses personal connections as a bridge to deepen students’ social studies content knowledge and skills development. |  |  |