

NORTH CAROLINA SUMMARY RUBRIC

Summary of the Achieve, Inc. Open Education Resource Rubrics*

The following criteria represent an evaluation system for resources being considered for submission into the North Carolina Instructional Improvement System (Home Base). These rubrics can be applied across all content areas and resource types. However, for English Language Arts and Mathematics, please consult the EQuIP rubrics (<http://www.achieve.org/EQuIP>) when evaluating lesson and unit plans.

Each resource must achieve a score of 2 or 3 for each category (as applicable to the specific resource) to be considered for submission into Home Base, the North Carolina Instructional Improvement System (IIS).

		3 = Superior	2 = Strong	1 = Limited	0 = Very Weak	N/A = Not Applicable
REQUIRED	Degree of Alignment to Standards	Content and performance expectations of the identified standard are completely addressed by the learning resource and are the focus of the learning resource.	Content and performance expectations of the identified standard only align to a minor part of the learning resource or minor elements of the standard are not addressed in the learning resource.	A significant part of the content and performance expectations of the identified standard is not addressed in the learning resource.	The learning resource does not match the identified standard.	
	Opportunities for Deeper Learning**	The learning resource requires at least 3 of the deeper learning skills (as identified), and offers a range of cognitive demand that is appropriate and supportive of the material, with appropriate scaffolding and direction provided.	The learning resource requires 1 or 2 of the deeper learning skills (as identified).	The learning resource requires 1 of the deeper learning skills (as identified), but is missing clear guidance on how to tap into the various aspects of deeper learning.	The learning resource appears to be designed to provide deeper learning opportunities, but is not instructionally useful as presented.	
	**Deeper Learning Skills: think critically and solve complex problems; work collaboratively; communicate effectively; learn how to learn; reason abstractly; construct viable arguments and critique the reasoning of others; apply discrete knowledge and skills to real-world situations; construct, use, or analyze models					

* Additional rubrics such as the Tri-State Quality Review Rubric and Rating Process and the Revised Publishers' Criteria for the Common Core State Standards were reviewed and taken into consideration in developing the summary.

NORTH CAROLINA Global Education Resource Requirements

(adapted with permission from *The Asia Society Graduation Performance System Rubrics*)

North Carolina educators seeking the State Board of Education Global Educator Digital Badge (GEDB) designation will have demonstrated their ability in developing students' capacity and disposition to understand and act on issues of global significance through disciplinary and interdisciplinary study. In these regards, instructional materials should align to or support global standards by providing students with opportunities to investigate the world, understand perspectives from other cultures including their own, communicate their understanding of the global theme and perspectives, and explore or engage in problem-solving global challenges in global or local communities.

REQUIRED for all Global Ed Resources including the CAPSTONE projects. OPTIONAL for all other resources.		3 = (Superior)	2 = (Strong)	1 = (Limited)	0 = (Very Weak)	N/A
	Opportunities for Global Education***	Instructional materials include the 4 global competencies (as identified) and support building student global awareness through disciplinary or interdisciplinary study.	Instructional materials include 2 or 3 of the global competencies (as identified) and support building student global awareness through disciplinary or interdisciplinary study.	Instructional materials include 1 global competency (as identified) but is lacking guidance on how to build student global awareness through the competency.	Instructional materials have no opportunities for students to demonstrate global competence (as identified).	
	<p>***Opportunities for Global Education: investigate the world; recognize perspectives; communicate ideas; take action The four global competencies are from the Council of Chief State School Officers' EdSteps Initiative and the Asia Society Partnership for Global Learning.</p> <p>For more detailed explanation of the above required criteria per grade span and/or level, please reference <i>Global Educator Digital Badge Capstone Project: Global Awareness for Administrator and School/District Review</i>: http://www.ncpublicschools.org/globaled/actions/item1-2</p>					

You must choose at least one of the following categories, dependent upon the type of resource.

		3 = Superior	2 = Strong	1 = Limited	0 = Very Weak	N/A = Not Applicable
		RESOURCE DEPENDENT	<p>Quality of Explanation of the Subject Matter: recommended for evaluation of text and articles, video and podcasts, lecture materials, learning modules</p>	<p>The learning resource:</p> <ol style="list-style-type: none"> 1) clearly identifies the main ideas of the subject matter; 2) connects important associated concepts within the subject matter; 3) is comprehensive and does not need to be augmented with additional explanation or materials. 	<p>The learning resource explains the subject matter in a way that makes skills, procedures, concepts, and/or information understandable, but does not connect important associated concepts within the subject matter.</p>	<p>The learning resource explains the subject matter correctly, but in a limited way (i.e. explanations are not thorough).</p>
<p>Utility of Materials Designed to Support Teaching: recommended for evaluation of lesson plans, unit plans, activities</p>	<p>The learning resource:</p> <ol style="list-style-type: none"> 1) provides materials that are comprehensive and easy to understand and use; 2) includes suggestions for ways to use the materials with a variety of learners; 3) has all components included and core components function as intended and described; 4) facilitates the use of a mix of instructional approaches (only applicable to unit plans). 		<p>The learning resource provides materials that are comprehensive and easy to understand and use, but does not include suggestions for ways to use the materials with a variety of learners and/or some core components (e.g. directions) are underdeveloped.</p>	<p>The learning resource includes a useful instructional approach, but core components (e.g. directions) are missing and/or do not function as intended or described.</p>	<p>The learning resource is confusing, contains errors, is missing core components, or can be deemed as not useful for instruction.</p>	

		3 = Superior	2 = Strong	1 = Limited	0 = Very Weak	N/A = Not Applicable
		RESOURCE DEPENDENT	<p>Quality of Assessment: recommended for evaluation of formal and informal assessments</p>	<p>The learning resource:</p> <ol style="list-style-type: none"> 1) assesses all content and performance expectations of the identified standard, with the most important aspects of the expectations targeted; 2) has assessment modes (e.g. selected response, constructed response) that require students to demonstrate proficiency in the intended concept/skill; 3) has a level of difficulty that is a result of the complexity of the content and performance expectations and of the degree of cognitive demand, rather than a result of unrelated issues; 4) assesses nothing that is not included in the scope of the intended material. 	<p>The learning resource assesses all content and performance expectations of the identified standard, but assessment modes (e.g. selected response, constructed response) do not consistently offer the student opportunities to demonstrate proficiency in the intended concept/skill.</p>	<p>The learning resource only assesses some of the content and performance expectations of the identified standard, and/or fails to consistently offer the student opportunities to demonstrate proficiency in the intended concept/skill.</p>
<p>Quality of Technological Interactivity: recommended for learning resources designed with a technology-based interactive component</p>	<p>The learning resource:</p> <ol style="list-style-type: none"> 1) is purposeful and directly related to learning; 2) is well-designed and easy to use; 3) appears to function as intended on the recommended platform; 4) is responsive to student input in a way that creates an individualized learning experience. 		<p>The learning resource is purposeful and directly related to learning, but does not provide an individualized learning experience. The learning resource is well-designed, easy to use, and functions as intended on the recommended platform.</p>	<p>The learning resource features an interactive element that does not relate to the subject matter and detracts from the learning experience (i.e. may increase motivation, but not provide strong support for understanding of subject matter).</p>	<p>The learning resource features an interactive element that is poorly conceived and/or executed.</p>	

RESOURCE DEPENDENT		3 = Superior	2 = Strong	1 = Limited	0 = Very Weak	N/A = Not Applicable
	Quality of Instructional and Practice Exercises: recommended for learning resources designed for practice and strengthening of skills and knowledge	<p>The learning resource:</p> <p>1) offers more exercises than needed for the average student to facilitate mastery of the targeted skills;</p> <p>2) offers a variety of exercise types and/or the exercises are available in a variety of formats;</p> <p>3) is clearly written and supported by accurate answer keys.</p>	<p>The learning resource offers a sufficient number of well-written exercises to facilitate mastery of the targeted skills, and exercises are supported by answer keys, but there is little variety in exercise types or format.</p>	<p>The learning resource offers some exercises, but too few to facilitate mastery of the targeted skills. Exercises are not supported by answer keys, and there is no variety in exercise types and format.</p>	<p>The learning resource offers exercises that do not facilitate mastery of the targeted skills, contain errors, or are unsound for other reasons.</p>	