## ELEMENTARY HISTORY-SOCIAL SCIENCE Content Area Tasks (CATs) RUBRICS

### PLANNING

<table>
<thead>
<tr>
<th>EH2: How do the plans make the curriculum accessible to the students in the class?</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Plans refer to students’ experiential backgrounds(^2), interests, or prior learning(^3) that have <strong>little or no relationship</strong> to the learning segment’s standards/objectives. OR • There are <strong>significant content inaccuracies</strong> in plans that will lead to student misunderstandings.</td>
<td>• Plans <strong>draw on</strong> students’ experiential backgrounds, interests, or prior learning to <strong>help students reach</strong> the learning segment’s standards/objectives. <strong>OR</strong> • Plans for implementation of learning tasks include <strong>support</strong>(^4) to help <strong>students</strong> who often struggle with the content.</td>
<td>• Plans draw on students’ prior learning <strong>as well as</strong> experiential backgrounds or interests to help students reach the learning segment’s standards/objectives. • Plans for learning tasks include <strong>scaffolding or other forms of structured support</strong>(^5) to provide access to grade-level standards/objectives.</td>
<td>All components of Level 3 plus: • Plans include <strong>well-integrated</strong> instructional strategies that are <strong>tailored</strong> to address a <strong>variety of specific student learning needs</strong>.</td>
<td></td>
</tr>
</tbody>
</table>

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### MAKING CONTENT ACCESSIBLE

2 Cultural, linguistic, social, economic

3 In or out of school

4 Such as strategic groupings of students; circulating to monitor student understanding during independent or group work; checking on particular students.

5 Such as multiple ways of representing content; modeling strategies for interpreting primary sources or history-social science data; providing graphic organizers, rubrics, or sample work.

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