Two-Part Standards in the QM K-12 Rubric:

A Process for Assuring Their Proper Application

Meet Our Presenters

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SRS 1.1: The First 2-Part Standard

"Reviewers, confirm that …"

- How to get started
- Where to find it

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Which 1s Are 2-Part?

LO1: Identify the 2-part standards in the QM K-12 Rubric (5th ed.)

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2-Part Standards

Which ones?

How many?

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Which Ones?

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SRS 4.4: A “3-Part” Standard

Breadth – Depth – Currency

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Breadth

"The content of the course provides meaningful content in a ***variety of formats***," including, for example, text, images, audio, video, timelines, and maps to reinforce both historical events and contemporary cultures.

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Depth

The content of the course provides sufficient ***depth and rigor*** for students to explore culture *(e.g., the effect on …)*, technology *(e.g., the effects of innovations …)*, and citizenship *(e.g., the expansion of rights for …)*.

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Currency

The content also includes materials related to ***current thinking*** in the discipline *(e.g., Covid-19, immigration, and racism)*. The course provides ***appropriate context*** for historical materials *(e.g., Wilson's Fourteen Points)* and discusses its relevance *(e.g., changes international politics)*.

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Looking for Evidence

LO2: Describe appropriate evidence for 2-part standards

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3.1, 4.1, 4.3, 5.3

What would a ***designer*** put into a course to meet both parts?

What would a ***reviewer*** look for as evidence for both parts?

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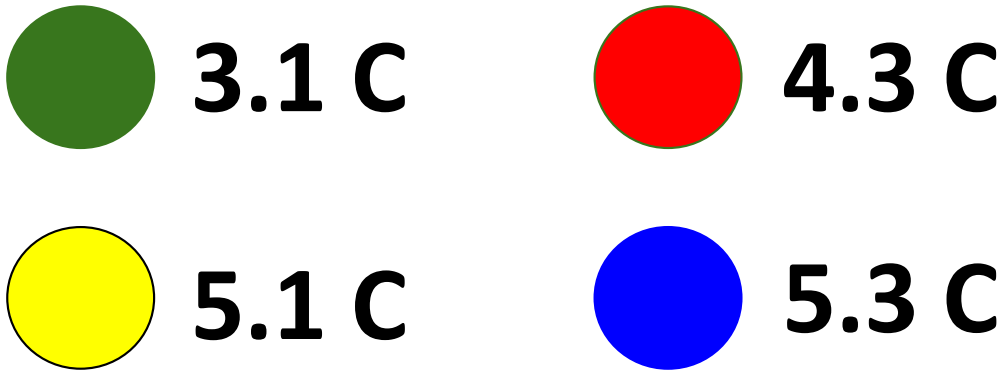
Looking for Evidence



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Writing Recommendations

LO3: Write helpful recommendations for 2-part standards

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SRS 4.6: Writing Recommendations

"Reviewers, confirm diverse and balanced …"

- Images/Media
  - Ethnicity, gender, socioeconomic status
- Narratives
  - Names, avoidance of stereotypes

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SRS 4.6: Both Parts?

The course is generally free from bias and does an excellent job of reinforcing student awareness of people who came from different countries to North America and presenting content on a variety of cultures from a broad perspective.

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SRS 4.6: Both Parts?

The course presents information about indigenous people and the impact of European colonization upon them and other enslaved peoples brought to the colonies of North America *(e.g., …)*. The course attempts to balance how it depicts the very different experiences among those people in power and those who were marginalized by using diverse images, media, and narratives *(e.g., …)*.

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SRS 5.1: Writing Recommendations

"Reviewers, confirm …"

- Alignment
  - Support learning objectives and assessments
- Engagement
  - Engage learners in course content

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SRS 5.1: Which Part?

The lessons provide reinforcement using frequent and varied formative activities *(e.g., image labeling, T/F questions, multiple-choice questions, matching, multi-answer questions, interactive matching, and self-check)*.

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SRS 5.1: Which Part?

A course map is provided in the course worksheet which clearly defines the relationship between the learning activities and the learning objectives. The learning objectives are presented to the learner at the beginning of each unit and each lesson.

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SRS 1.4: Writing Recommendations

1. ***Good or poor*** recommendation?

2. ***Rewrite*** a poor one to address ***both parts***

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SRS 1.4: Writing Recommendations

"Reviewers, confirm …"

- Minimum Computer Skills
  - Use of LMS, files, messaging, browser, web conference
- Digital Literacy Skills
  - Citation, searches, evaluating information

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2 Takeaways

1 – Designer

1 – Reviewer

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Two-Part Standards in the QM K-12 Rubric

Christine, Pam, & Clay

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