

Curriculum Materials Analysis Protocol

Curriculum Material	
Reviewer(s)	
<p>Information about the Curriculum Material</p> <ul style="list-style-type: none"> · <i>What is the name of the publisher? Publication date? Cost? Enter this information here.</i> 	
<p>Topic and Learning Goal Used for Analysis</p> <ul style="list-style-type: none"> · <i>What is the specific Topic and Learning Goal that you will be using to evaluate all of the curriculum materials? Enter this information here.</i> · <i>Note: you should use this same topic/learning goal to analyze all of the curriculum materials during this project so you should select a topic that is likely to be addressed in every curriculum material for this subject area.</i> 	
<p>Topic and Learning Goals: Evidence of Alignment</p> <ul style="list-style-type: none"> · <i>Where in this curriculum material did you locate specific connections to the particular topic and learning goal that you are using in this analysis? Enter the page numbers here.</i> 	
<p>Assessment Plan: Evidence of Alignment</p> <ul style="list-style-type: none"> · <i>What assessment approaches does this curriculum material use to assess student understanding of the particular topic and learning goal that you are using in this analysis? Enter the information and page numbers here.</i> 	
<p>Instructional Plan: Evidence of Alignment</p> <ul style="list-style-type: none"> · <i>What instructional approaches does this curriculum material recommend to develop student understanding of the particular topic and learning goal that you are using in this analysis? Enter the information and page numbers here.</i> 	
<p>Student Activities: Evidence of Alignment</p> <ul style="list-style-type: none"> · <i>What student activities does this curriculum material recommend to develop student understanding of the particular topic and learning goal that you are using in this analysis? Enter the information and page numbers here.</i> 	
<p>Additional Curriculum Material Analysis Criteria</p> <ul style="list-style-type: none"> · <i>What additional criteria do you want to analyze in this curriculum material? Important features might include: visual appeal, supplementary teacher materials, evidence of bias, etc. Enter the criteria and relevant information here.</i> 	

Curriculum Materials Analysis Rubric

TOPIC AND LEARNING GOAL:				
EVIDENCE OF ALIGNMENT	OUTSTANDING CURRICULUM MATERIAL	SATISFACTORY CURRICULUM MATERIAL	UNSATISFACTORY CURRICULUM MATERIAL	UNACCEPTABLE CURRICULUM MATERIAL
Topic and Learning Goals	• Standards and learning goals for this topic clearly identified	• Standards and learning goals for this topic mentioned.	• Standards and learning goals for this topic poorly referenced.	• Standards and learning goals for this topic not identified.
	• Intent of standards and learning goals for this topic fully addressed.	• Intent of standards and learning goals for this topic touched upon	• Topic but not intent of standards and learning goals addressed.	• Topic touched upon.
Summative Assessment Plan	• Clear and precise connections to the learning goals	• Some connections to the learning goals	• Partial connections to the learning goals	• No connection to the learning goals
	• Clear and concise performance task.	• Clear performance task.	• Unclear performance task.	• No performance task.
	• Highly appropriate criteria for success.	• Appropriate criteria for success.	• Unclear criteria for success.	• No criteria for success.
	• Valid scoring system.	• Scoring system generally valid.	• Scoring system somewhat valid.	• No scoring system.
Instructional Plan	• Always developmentally appropriate.	• Generally developmentally appropriate.	• Little attention to developmental concerns.	• No attention to developmental concerns.
	• Uses a broad variety of instructional strategies.	• Uses a variety of instructional strategies.	• Little instructional variety.	• No instructional variety.
	• Extremely well-organized and coherent scope and sequence.	• Logical and coherent scope and sequence.	• Poorly organized scope and sequence.	• Unorganized scope and sequence.
	• Always emphasizes depth over breadth of content coverage.	• Sometimes emphasizes depth over breadth of content coverage.	• Seldom emphasizes depth over breadth of content coverage.	• Content coverage emphasized.
Student Learning Activities	• Consistently engages student's prior knowledge.	• Sometimes engages student's prior knowledge.	• Seldom engages student's prior knowledge	• No attention to student's prior knowledge
	• Formative assessments frequently embedded.	• Some formative assessments embedded.	• Few formative assessments embedded.	• No formative assessments.
	• Provides a strongly scaffolded framework for conceptual development.	• Provides a basic framework for conceptual development.	• Provides a weak framework for conceptual development.	• No framework for conceptual development.
	• Active and engaging learning activities.	• Engaging learning activities.	• Mildly engaging learning activities.	• Unengaging learning activities.
	• Always encourages reflective thinking.	• Sometimes encourages reflective thinking.	• Seldom encourages reflective thinking.	• Reflective thinking not mentioned.

Curriculum Material Evaluation

CURRICULUM MATERIAL:				
PUBLISHER:				
REVIEWER:				
EVIDENCE OF ALIGNMENT	OUTSTANDING CURRICULUM MATERIAL	SATISFACTORY CURRICULUM MATERIAL	UNSATISFACTORY CURRICULUM MATERIAL	UNACCEPTABLE CURRICULUM MATERIAL
Topic and Learning Goals	4	3	2	1
Assessment Plan	4	3	2	1
Instructional Plan	4	3	2	1
Student Learning Activities	4	3	2	1
Additional Criteria	4	3	2	1
Additional Criteria	4	3	2	1
TOTAL SCORE				

