

## *Curriculum Assessment Rubric*

Candidate: \_\_\_\_\_

Grade Level: \_\_\_\_\_

Content Area: \_\_\_\_\_ Title/Focus: \_\_\_\_\_

| Categories                            | Unsatisfactory<br>1  | Basic<br>2   | Proficient<br>3  | Distinguished<br>4  |
|---------------------------------------|--|--|--|---|
| <b>GPS Objectives</b>                 | Standards are not stated or are focused on factual knowledge and skills.     | Standards are present, but vague or confusing; assumptions need to be made by the reader.    | Standards are reasonably clear; reader is fairly confident he/she understands what students need to know & be able to do.  | Objectives are clearly stated, specific, & unambiguous and challenge students where appropriate.  |
| <b>Essential/ Guiding Questions</b>   | Essential questions are concerned with basic skills, and factual knowledge.  | Essential questions include basic knowledge and one or two concepts within a field of study  | Essential questions incorporate concepts, principles, cognitive skills, methodologies, & dispositions within a field of study.   | Essential questions incorporate concepts, principles, cognitive skills, methodologies, & dispositions that can be transferred across disciplines.   |
| <b>Evaluation Components/ Rubrics</b> | The student evaluation component is missing or not explicitly stated.        | Assessment includes only paper-pencil evaluative instruments.                                | Assessment includes at least two different approaches to evaluation design, including pre-assessment.  | Assessment includes at least 3 different approaches to evaluation design, including pre-assessment.   |
| <b>Learning Activities</b>            | Student learning activities are unclear and do not guide students' learning. | At least 2 different types of learning activities are described to guide students' learning. | At least 3 different types of student learning activities are described. At least two involve active engagement or hands-on learning.  | At least 3 different types of learning activities are described. At least three involve constructivist learning, problem solving, cognitive engagement, &/or hands-on learning.                   |
| <b>Instructional Strategies</b>       | Instructional strategies are not explicitly stated or described.             | Instructional strategies are described. Strategies involve direct instruction or self-study. | At least 2 different instructional strategies are described. At least one of these strategies involves inductive teaching, teacher as facilitator, high-level questioning, or teacher as mentor. | At least 3 different instructional strategies are described. At least two of the strategies involve inductive teaching, teacher as facilitator, high-level questioning, and/or teacher as mentor. |
| <b>Assignments &amp; Student</b>      | Fewer than two kinds of student  | Author describes at least three different  | Author describes at least three different kinds of student   | Author describes at least four different kinds of student products or   |

|   |   |  |   |  |
|---|---|--|---|--|
| <b>Products</b>                                       | products or assignments are described.                  | kinds of student products or assignments. Majority of these assignments involve convergent thinking, recall, and/or application.           | products or assignments that are embedded in the lesson plans. Majority of these assignments involve open-ended assignments that are subject to personal interpretation or accommodate varying levels of expertise. | assignments. Majority of these assignments involve open-ended assignments, the development of creative products, and/or the development of products related to real-world applications or problem solving. |
| <b>Resources</b>                                      | Unit contains one, two, or three resources of one type. | Unit contains four varied resources, including print and non-print materials.  | Unit contains five varied resources and realia (artifacts/specimens)  | Unit contains six or more varied resources and realia, including primary source materials.   |
| <b>Differentiation/ Adjustment to learners' needs</b> | No opportunities for differentiation are evident.       | Only one activity in the unit is adjusted to meet differing needs of the learners.   | Unit allows for at least two of the following adjustments: pacing, depth, breadth, level of abstraction, level of complexity, degree of generalizability, talent development.                                       | Activities & assignments that accommodate the learning needs of high-achieving students are explicitly described. At least three or more of the adjustments used as listed in level 3.                     |
| <b>Ease of Use by Other Educators</b>                 | Vital curricular components are missing.                | Seventy-five % of curricular components are evident, but some are not described in enough detail to foster ease of use by other educators. | Eighty-five % of curricular components are evident and could be duplicated by other educators with some further explanation.  | All components are explicit, well-sequenced, and easy to follow.   |
| <b>Column Totals</b>                                  |   |  |   |  |
| <b>Overall Total Points</b>                           |   |  |   |  |

**Adapted from:** Purcell, J., Burns, D., Tomlinson, C. A., Imbeau, M. & Martin, J. (2002). Bridging the gap: A tool and technique to analyze and evaluate gifted education curricular units. *Gifted Child Quarterly*, 46, 306-321.