

Curriculum Assessment Rubric

Candidate: _____

Grade Level: _____

Content Area: _____ Title/Focus: _____

Categories	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
GPS Objectives	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.
Essential/ Guiding Questions	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.
Evaluation Components/ Rubrics	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.
Learning Activities	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.
Instructional Strategies	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.
Assignments & Student	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

Products	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.
Resources	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.
Differentiation/ Adjustment to learners' needs	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.
Ease of Use by Other Educators	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.
Column Totals				
Overall Total Points				

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.