

# Quality Curriculum Evaluation Rubric

Components of Quality Curriculum	Details	Does not Meet	Partially Meets	Meets
A process and tools for assessing student interests, learning styles, and self-directedness that:	Provide a way for students to self-assess their learning styles			
	Include strategies to guide students in taking responsibility for their learning			
	Are part of the intake process			
	Inform learning and instruction			
	Include a list of specifically defined pre-requisite skills			
A process and tools for assessing student prior knowledge that:	Include one or more assessments of current knowledge and skills needed for the specific content area			
	Is transparent			
A standards-based content outline that:	Addresses the Maine Learning Results, Equipped For the Future and/or relevant national content standards			
	Identifies the core content			
	Will take into consideration the purpose of learning by providing supplemental/enrichment topics that afford student choice and flexibility			
	Anticipates the requirements of post-secondary pursuits			
	Are based on the Maine Learning Results, Equipped For the Future and/or relevant national standards			
Articulated learning outcomes that:	Include the appropriate levels of cognitive domain (Bloom's Taxonomy) <input type="checkbox"/> <input type="checkbox"/>			
	Specify how the learning will be demonstrated and under what conditions			
	Are tied to appropriate assessment strategies			
	Are learner-centered and inclusive of learner goals, interests and learning styles (purposeful)			
	Require learner to build on prior knowledge and construct meaning (build expertise)			
	Assist the learner to develop skills through application for meaningful, authentic uses (contextual) <input type="checkbox"/> <input type="checkbox"/>			
	Address the appropriate learning level(s)			
	Allow for choice and flexibility			
	Articulate meta-cognitive activity			
	Include learner reflection and feedback			
Suggested instructional strategies that:	Are multi-sensory			
	Model appropriate and research-based "best practices"			
	Include combinations of individual, small group, and large group instruction			
	Make effective use of information and communications technology			
	Are transparent			
	Are formative and summative			
	Inform instruction and evaluation			
	Allow the learner to demonstrate his/her knowledge and skills in various ways and varying contexts (multiple measures)			
	Provide opportunity for learner involvement and self-assessment			
	Monitor, document, and certify learner achievement			
Suggested instructional resources that:	Contain an annotated resource list with contact information			
	Are screened for accuracy and authenticity			
	Are relevant to the curriculum and cross-curricular when appropriate			
	Are rich, varied, and derived from multiple sources			
	Are age and skill-level appropriate (readability)			
Are multi-sensory				