# Curriculum Evaluation Tool

The ISBE Standards and Instruction Department developed this tool

for statewide implementation in school year 2021-22.

Please contact [ILTeachTalkLearn@isbe.net](mailto:ILTeachTalkLearn@isbe.net) with questions or comments.

# Intended use of the Curriculum Evaluation Tool

ISBE supports best practices and continuous quality improvement, including an emphasis on equity and diversity, and the selection of high-quality instructional materials. ISBE encourages districts to use this tool to help evaluate their curriculum, foster meaningful discussions, and make decisions about the selection of new materials as appropriate.

# A. Curriculum

|  |  |  |  |
| --- | --- | --- | --- |
| **Curriculum Components** | **Yes** | **No** | **Evidence** |
| A.1. Curriculum is developmentally appropriate for learners (includes varying and appropriate modes of teaching and learning, such as play-based, hands-on, inquiry-based, etc.). |  |  |  |
| A.2. Curriculum clearly denotes the learning standards that are addressed. |  |  |  |
| A.3. Curriculum sufficiently addresses Illinois Learning Standards as needed to meet district and state grade band or course content requirements without additional supplementation. | ☐ | ☐ |  |
| A.4. Curriculum integrates the diverse cultural and social backgrounds of your students. |  |  |  |
| A.5. All curriculum materials include a balance of representation of people with multiple perspectives and identities e.g., racial/ethnic, physical or cognitive ability status, gender, spiritual orientations). |  |  |  |
| A.6. Curriculum provides multiple ways for students of different ability and knowledge or skill levels to engage. |  |  | [Use this space to identify examples of differentiation offered] |
| A.7. Curriculum provides ancillary resources to support scaffolding for remediation and enrichment. |  |  |  |
| A.8. Curriculum includes student tasks that are appropriately sophisticated and complex. | ☐ | ☐ |  |
| A.9. Curriculum provides opportunities for expression of and sharing about student experiences. |  |  |  |
| A.10. Curriculum provides appropriate support, accommodations, and/or modifications for numerous special populations that will support their regular and active participation in learning (e.g., bilingual, English Learners, IEP/504 accommodations, advanced learners). |  |  | [Use this space to indicate supports, accommodations, and/or modifications provided] |
| A.11. Curriculum was vetted against more in-depth content-specific tools (e.g., Ed Reports Rubrics, Equip Rubrics). |  |  | [Use this space to indicate the tool(s) that were utilized] |
| A.12. Materials clearly demonstrate editorial professionalism (e.g., sources are properly cited and free of grammatical and factual errors). |  |  |  |
| A.13. Curriculum provides supports for teachers in planning and learning experiences to help guide students’ learning progressions. |  |  |  |

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| **dditional Comments** |
| [Insert Comments] |

# B. Assessment and Impact

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment and Impact Components** | **Yes** | **No** | **Evidence** |
| B.1. Learning targets and benchmarks are clearly identified in assessments. |  |  |  |
| B.2. Curriculum includes multiple opportunities for the collection of student growth data. |  |  |  |
| B.3. Guidance is provided on the use of assessment data to drive the development of tiered supports. |  |  |  |
| B.4. Assessments are aligned to the Illinois Learning Standards as necessary and applicable to meet district and state grade band or course requirements. |  |  |  |
| B.5. Assessments are reflective of the depth and complexity of engagement presented in the corresponding learning standards and experiences. |  |  |  |
| **Additional Comments** | | | |
| [Insert Comments] | | | |

**C. Implementation and Support**

*Implementation and Support: This section is intended to be used when evaluating curriculum that is currently in use.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Implementation and Support** | | **Yes** | **No** | **Evidence** |
| C.1. Publisher provides educator professional learning to support the implementation of the curriculum. | |  |  | [Provide details of the professional learning to include format, subject, frequency, cost, etc.] |
| C.2. Parent and community input were used when making decisions about the selection of this curriculum. | |  |  |  |
| C.3. Student input or data was used when making decisions about the implementation of this curriculum. | |  |  |  |
| C.4. Community members can access information about curriculum resources being used (at a minimum to include aligned standards, details about assessment, publisher information, and scope and sequence). | |  |  | [Provide access information as appropriate] |
| C.5. District engages in continues improvement efforts pertaining to curriculum implementation by participating in the following process components: | | | | |
|  | C.5.a. District conducts an annual needs assessment to determine areas of supports needed by educators following implementation. |  |  |  |
|  | C.5.b. At least annually, district provides time to allow educator planning for vertical alignment of curriculum. |  |  |  |
|  | C.5.c. At least annually, district provides time to allow educator planning for horizontal alignment of curriculum. |  |  |  |
|  | C.5.d. District provides needed educator supports identified in a needs assessment to ensure effective curriculum implementation (e.g., professional learning, instructional coaching, peer feedback or observation, or instruction for special populations). |  |  |  |
|  | C.5.e. Districts provide opportunity for teacher reflection on implementation of curriculum. |  |  |  |
| C.6. Data is collected over time, disaggregated, and analyzed to determine if the curriculum is making an impact for all students as part of a cycle that is in alignment with the continuous improvement efforts pertaining to curriculum implementation. | |  |  |  |
| C.7. Digital Learning Considerations (as applicable): | | | | |
|  | C.7.a. Curriculum provides educator supports and adaptations for lesson planning to implement for instruction in a digital learning environment. |  |  |  |
|  | C.7.b. Curriculum provides parent or facilitator support and guidance for digital learning. |  |  |  |
|  | C.7.c. Curriculum provides learner resources that are easily adaptable or ready for a digital learning environment. |  |  |  |
|  | C.7.d. The district has documentation of compliance with the Student Online Personal Protection Act. |  |  |  |
|  | C.7.e. In accordance to 105 ILCS 5/34-18.67, the school district validated that any third-party online curriculum is in compliance with Level AA of the World Wide Web Consortium’s Web Content Accessibility Guidelines 2.1 or any revised version of those guidelines. |  |  |  |
| **Additional Comments** | | | | |
| [Insert Comments] | | | | |