**CURRICULUM FEEDBACK FORM**

**SUBJECT**: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ SUBJECT TEACHER: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Task:

1. Evaluate per quarter the Curriculum Map using the tool below.
2. The Curriculum Map will be evaluated based on these criteria:
3. Clear, specific, measurable learning competencies/objectives
4. Assessment system
5. Pre-requisite knowledge, skills and attitudes
6. Instructional tools and resources
7. Instructional approaches for classroom use
8. Put check mark (✓) on each item if demonstrated.

**EVALUATION OF CURRICULUM GUIDE**:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
| **Clarity and Specificity of Objectives** | | | | |
| No goals/objectives present |  |  |  |  |
| Vague delineation of goals/learner outcomes |  |  |  |  |
| States tasks to be performed or skills be learned |  |  |  |  |
| States for each objective the what, when (sequence within course/grade), how actual standard is performed, and amount of time to be spent learning |  |  |  |  |
| **Congruity of the Curriculum to the Assessment Process** | | | | |
| No assessment approach |  |  |  |  |
| Some approach of assessment stated |  |  |  |  |
| States skills, knowledge, concepts which will be assessed |  |  |  |  |
| Each objective is keyed to district and/or state performance assessments |  |  |  |  |
| **Delineation of the Prerequisite Essential Skills, Knowledge, and Attitudes** | | | | |
| No mention of required skill |  |  |  |  |
| States prior general experiences needed |  |  |  |  |
| States prior general experience needed in specified grade level |  |  |  |  |
| States specific documented prerequisite or description of discrete skills/concepts required prior to this learning (may be a scope and sequence across grades/courses if PreK-12) |  |  |  |  |
| **Delineation of the Major Instructional Tools** | | | | |
| No mention of textbook or instructional tools/resources |  |  |  |  |
| Names the basic text/instructional resource(s) |  |  |  |  |
| Names the basic text/instructional resource(s) and supplementary materials to be used |  |  |  |  |
| States for each objective the ‘match” between the basic text/instructional resource(s) and the curriculum objective |  |  |  |  |
| **Clear Approaches for Classroom Use** | | | | |
| No approaches cited for classroom use |  |  |  |  |
| Overall, vague statement on approaching subject |  |  |  |  |
| Provides general suggestions on approaches |  |  |  |  |
| Provides specific examples on how to approach key concepts/skills in the classroom |  |  |  |  |
| **Date Accomplished** |  |  |  |  |

Reviewed by:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Subject Teacher

Adapted from B. McNutty (2013). Curriculum and assessment guidelines and procedures. Missouri Department of Elementary and Secondary Education.