University of the Virgin Islands
University of the Virgin Islands **School of Education** **Master of Arts in Education** **AY 2015-2016**

Educational Leadership Concentration

Curriculum Guide Evaluation

Spring 2016; STX 1; STT 4

Critical Element	Proficient	Developing	Unacceptable
Vision Statement	The vision is present and clearly stated. 100%	Vision is present and partially clearly stated.	Vision is present but ambiguous.
Mission Statement	A mission statement about the learning and teaching of all students (including special education and ELL students) is clearly stated. 100%	A mission statement about the learning and teaching of students is included but does not imply all students.	Mission statement about the learning and teaching of students is not clear.
Philosophy	The philosophy clearly states the beliefs about the following aspects of the education program: students, learning, teaching, grouping, and the community as part of a team in the learning environment. 100%	The philosophy clearly states the beliefs about some of the following key aspects of the education program: students, learning, teaching, grouping, and the community as part of a team in the learning environment.	The philosophy clearly states the beliefs about too few of the key aspects of the education program.
Standards	Standards clearly state what students are to know and be able to do in the grade level. 100%	Standards state somewhat clearly what students are to know and be able to do in the grade level.	Standards do not clearly state what students are to know and be able to do in the grade level.
Goals	All of the goals are appropriate and align with the current	Most of the goals are appropriate and align with the current	A few of the goals are appropriate and align with the current

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	territorial/national goals and other elements of the curriculum guide, e.g. objectives/learning outcomes, content, learning activities, assessments. 100%	territorial/national goals and other elements of the curriculum guide, e.g. objectives/learning outcomes, content, learning activities, assessments.	territorial/ national goals and other elements of the curriculum guide, e.g. objectives/learning outcomes, content, learning activities, assessments.
Objectives/ learning Outcomes	Almost all objectives are clear, concise and measurable and objectives include Bloom's Taxonomy "verbs" indicating higher-order thinking skills. Objectives align with other elements of the curriculum guide. 100%	Most objectives are clear, concise, and measurable and objectives include Bloom's Taxonomy "verbs" indicating higher-order thinking skills. Objectives align with other elements of the curriculum guide.	Few objectives are clear, concise, and measurable and objectives include Bloom's Taxonomy "verbs" indicating higher-order thinking skills. Objectives align with other elements of the curriculum guide.
Scope and sequence of Content	The Scope and sequence of content are clearly outlined, are age and grade appropriate, and align with other elements of curriculum guide. 100%	The Scope and sequence of content are mostly clearly outlined, are age and grade appropriate, and align with other elements of curriculum guide.	The Scope and sequence of content are fairly outlined, are age and grade appropriate, and align with other elements of curriculum guide.
Instructional Strategies and Learning Experiences	The instructional strategies and learning experiences align with other elements of the curriculum guide and are real-world-based in purposeful contexts, and provide for group and individual challenging projects that give students responsibility for their learning. 100%	The instructional strategies and learning experiences align with other elements of the curriculum guide and are mainly real-world-based in purposeful contexts, and provide for group and individual challenging projects that give students responsibility for their learning.	The instructional strategies and learning experiences align with other elements of the curriculum guide and are not mainly real-world-based in purposeful contexts, and few provide for group and individual challenging projects that give students responsibility for their learning.

Critical Element	Proficient	Developing	Unacceptable
Integration of Technology	Integration of Technology is present for both teacher and students usage. 100%	Integration of technology is present for teacher usage and a little for student usage.	Integration of technology is present for teacher but lacking for student usage.
Assessment	Most assessment methods align with other elements of the curriculum guide and are varied and student centered. 100%	Many assessment methods align with other elements of the curriculum guide and are varied and student centered.	Too few assessment methods align with other elements of the curriculum guide and are varied and student centered.
Resources	Suggested resources are aligned with the content and the learning objectives. Resources address the age, skill-level and readiness of learners. Resources address learning supplies and equipment such as manipulatives and technology. 100%	Suggested resources are somewhat aligned with the content and the learning objectives. Resources address the age, skill-level and readiness of learners. Resources address learning supplies and equipment such as manipulatives and technology.	Learning resources are not aligned with the content and the learning objectives. Resources partially address the age, skill-level and readiness of learners. Resources partially address learning supplies and equipment such as manipulatives and technology.
List of References/Researched Materials	An adequate list of current references/researched materials is provided. 100%	A list with some of the current references/researched materials is provided.	A list with too few reference/researched materials is provided.