

# Curriculum Evaluation Tool

The ISBE Standards and Instruction Department developed this tool for statewide implementation in school year 2021-22.

Please contact [standards@isbe.net](mailto:standards@isbe.net) if you have 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
<b>A1.</b> Curriculum is developmentally appropriate for learners (includes varying and appropriate modes of teaching and learning, such as play-based, hands-on, inquiry-based, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	
<b>A2.</b> Curriculum clearly denotes the learning standards that are addressed.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>A3.</b> Curriculum sufficiently addresses Illinois Learning Standards as needed to meet district and state grade band or course content requirements without additional supplementation.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>A4.</b> Curriculum integrates the diverse cultural and social backgrounds of your students.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>A5.</b> 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).	<input type="checkbox"/>	<input type="checkbox"/>	
<b>A6.</b> Curriculum provides multiple ways for students of different ability and knowledge or skill levels to engage.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>A7.</b> Curriculum provides ancillary resources to support scaffolding for remediation and enrichment.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>A8.</b> Curriculum includes student tasks that are appropriately sophisticated and complex.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>A9.</b> Curriculum provides opportunities for expression of and sharing about student experiences.	<input type="checkbox"/>	<input type="checkbox"/>	

<p><b>A10.</b> 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, Individualized Education Program/504 Plan accommodations, advanced learners).</p>	<input type="checkbox"/>	<input type="checkbox"/>	
<p><b>A11.</b> Curriculum was vetted against more in-depth content-specific tools (e.g., Ed Reports Rubrics, Equip Rubrics).</p>	<input type="checkbox"/>	<input type="checkbox"/>	
<p><b>A12.</b> Materials clearly demonstrate editorial professionalism (e.g., sources are properly cited and free of grammatical and factual errors).</p>	<input type="checkbox"/>	<input type="checkbox"/>	
<p><b>A13.</b> Curriculum provides supports for teachers in planning and learning experiences to help guide students' learning progressions.</p>	<input type="checkbox"/>	<input type="checkbox"/>	

**Additional Comments**

## B. Assessment and Impact

Assessment and Impact Components	Yes	No	Evidence
<b>B1.</b> Learning targets and benchmarks are clearly identified in assessments.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>B2.</b> Curriculum includes multiple opportunities for the collection of student growth data.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>B3.</b> Guidance is provided on the use of assessment data to drive the development of tiered supports.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>B4.</b> Assessments are aligned to the Illinois Learning Standards as necessary and applicable to meet district and state grade band or course requirements.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>B5.</b> Assessments reflect the depth and complexity of engagement presented in the corresponding learning standards and experiences.	<input type="checkbox"/>	<input type="checkbox"/>	
Additional Comments			

## C. Implementation and Support

Implementation and Support Components	Yes	No	Evidence
<b>C1.</b> Learning targets and benchmarks are clearly identified in assessments.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>C2.</b> Curriculum includes multiple opportunities for the collection of student growth data.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>C3.</b> Guidance is provided on the use of assessment data to drive the development of tiered supports.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>C4.</b> Assessments are aligned to the Illinois Learning Standards as necessary and applicable to meet district and state grade band or course requirements.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>C5.</b> District engages in continues improvement efforts pertaining to curriculum implementation by participating in the following process components:			
<b>C5a.</b> District conducts an annual needs assessment to determine areas of supports needed by educators following implementation.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>C5b.</b> At least annually, district provides time to allow educator planning for vertical alignment of curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>C5c.</b> At least annually, district provides time to allow educator planning for horizontal alignment of curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>C5d.</b> 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).	<input type="checkbox"/>	<input type="checkbox"/>	
<b>C5e.</b> Districts provide opportunity for teacher reflection on implementation of curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>C6.</b> 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 aligns with the continuous improvement efforts pertaining to curriculum implementation.	<input type="checkbox"/>	<input type="checkbox"/>	

C7. Digital learning considerations (as applicable):			
C7a. Curriculum provides educator supports and adaptations for lesson planning to implement for instruction in a digital learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	
C7b. Curriculum provides parent or facilitator support and guidance for digital learning.	<input type="checkbox"/>	<input type="checkbox"/>	
C7c. Curriculum provides learner resources that are easily adaptable or ready for a digital learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	
C7d. The district has documentation of compliance with the Student Online Personal Protection Act.	<input type="checkbox"/>	<input type="checkbox"/>	
C7e. In accordance to 105 ILCS 5/34-18.67, the school district validated that any third-party online curriculum complies with Level AA of the World Wide Web Consortium’s Web Content Accessibility Guidelines 2.1 or any revised version of those guidelines.	<input type="checkbox"/>	<input type="checkbox"/>	
Additional Comments			