

Curriculum Map Rubric from Heidi Hayes Jacobs

Curriculum Map Entries	4	3	2	1
Degree of Detail on Content	Details succinct, clear, specific references to key concepts, facts, materials	Describes main concepts, and subject matter	Identifies title of unit, course	Generic heading, vague
Essential Questions	Engaging, targeted, insightful question; frames and aligns content, skills, and assessment	Clear focus question	Simplistic, uneven in quality, lacking in relevance	Absent
Precise skills	Commences with action verb; reflects standards and desired proficiencies	Clear action verb	Generic verb; broad process	Vague, missing, or inaccurate
Targeted Assessment	Specific product and performance providing evidence of student learning; aligns with other elements	Product or performance is listed	Generic products only; teacher role is noted but not students' roles (i.e....teacher observation)	Absent, incomplete, or unfocused
Developmental Focus	Age, stage of development is reflected in all entries	Uneven reflection of developmental appropriateness	Limited attention to developmental appropriateness	No attention to developmental considerations
Accuracy of response	Consistent and accurate reflection of operational curriculum anchored in real time	Reasonable representation of operational curriculum	General representation of curriculum with little attention to timeframes	Inaccurately displays data on maps.
Conceptual understanding	Conveys a depth of understanding of curriculum supported by salient details	Shows understanding with adequate support.	Shows some understanding with some support.	Understanding is not evident.
Internal Alignment	Demonstrates a clear, coherent, complete correspondence between content, assessment, skills, and essential questions	Demonstrates alignment between some of the key elements internally but not all	Minimal attention evident to alignment	No alignment; elements are missing
Alignment to Standards	Clear precise evidence of alignment to both content and proficiency standards throughout all entries	Alignment is evident to most standards; minor revision is necessary	Alignment is spotty; many entries do not correspond to external standards	No alignment; elements are missing

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Implementing Mapping	4	3	2	1
Review of Data	Honest exchange employing mapping and assessment data with a focus on both horizontal and vertical articulation	exchange between teachers employing mapping data and assessment data but only on vertical OR horizontal articulation	occasional reference to data in exchanges with limited articulation concerns.	no use of direct assessment/mapping data and articulation.
Resolution of Problems	Focus is maintained consistently on the needs of the target population.	focus is maintained on learners but on occasion veers.	focus in highly inconsistent on learners.	no focus on learners.
Range of participation	every teacher in the building has made entries consistent with the site criteria	majority of teachers have made entries using the site criteria	only some teachers have made entries using the site criteria	no entries have been made by any staff
Mechanics	Exhibits correct spelling, punctuation, paragraphing, grammar and usage. Error free.	Exhibits generally correct spelling, punctuation, paragraphing, grammar, and usage. Few errors.	Exhibits minor errors in spelling, punctuation, paragraphing, grammar, or usage that do not interfere with communication	Exhibits errors in spelling, punctuation, paragraphing, grammar, or usage that interfere with communication
Presentation	Neat, professional; attractive, extra care in details, employs template consistently	Neat, easy to read	Sometimes hard to follow; inconsistent use of format; careless presentation	Confusing and inconsistent entries with little attention to template