

CMSi Curriculum Guide Analysis

Frame One: Minimal Guide Components and Specificity

Curriculum Guide : _____
 Publication Date: _____ Discipline/Course: _____
 Grades/Levels Included : _____ Number of Pages: _____
 Rater : _____ Date Rated: _____

Circle one point value for each criteria group. Total the points for all groups at the bottom of the sheet.

Point Value	Criteria
Clarity and Specificity of Objectives	
0	No goals/objectives present
1	Vague delineation of goals/learner outcomes
2	States tasks to be performed or skills to be learned
3	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	
0	No assessment approach
1	Some approach of assessment stated
2	States skills, knowledge, concepts which will be assessed
3	Each objective is keyed to district and/or state performance assessments
Delineation of the Prerequisite Essential Skills, Knowledge, and Attitudes	
0	No mention of required skill
1	States prior general experience needed
2	States prior general experience needed in specified grade level
3	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	
0	No mention of textbook or instructional tools/resources
1	Names the basic text/instructional resource(s)
2	Names the basic text/instructional resource(s) and supplementary materials to be used
3	States for each objective the "match" between the basic text/instructional resource(s) and the curriculum objective
Clear Approaches for Classroom Use	
0	No approaches cited for classroom use
1	Overall, vague statement on approaching subject
2	Provides general suggestions on approaches
3	Provides specific examples on how to approach key concepts/skills in the classroom
_____	Total Points for Guide