Cordova School District Curriculum Review Checklist Guide

Please complete this form using the Fillable PDF format provided.

This document is meant to guide individuals in the review of current and future considerations for curriculum use and/or recommendations for adoption within the Cordova School District. The District contextualizes the term "curriculum" to include:

1. teaching materials/resources;
2. scope/sequence of learning objectives/content;
3. teaching approaches/strategies; and
4. evaluation/assessment practices.

Please reference the indicators in the tables below as you review materials, and mark each as *meeting, not meeting,* or *not applicable*, as appropriate.

Note the "Non-Negotiable Criteria" is the first section below. Upon initial review, if the materials do not meet all three of the indicators listed, there is no need to further review the material.

Name of Reviewer: _____   Date Reviewed: _____

Content Area: _____   Grade Level(s) Reviewed: _____

Title of Resource: _____

Publisher: _____   Date of Publication: _____

CRITERIA FOR EVALUATING MATERIALS	CRITERIA RATING		
NON-NEGOTIABLE CRITERIA	**Meets**	**Does Not Meet**	**N/A**
Materials are secular and unbiased. *Alaska Statute Sec. 14.03.090*. *Partisan, sectarian, or denominational doctrines prohibited.*	☐	☐	☐
Materials contain no identifiable discriminatory point of views *Alaska Statute Sec. 14.18.060*. *Discrimination in textbooks and instructional materials prohibited.*	☐	☐	☐
Materials align with Alaska State Standards	☐	☐	☐
Reviewer Comments:			
Non-Negotiables Overall Rating *All three criteria must be met for materials to be further reviewed.*	☐	☐	☐

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BEST PRACTICE INDICATORS	Meets	Does Not Meet	N/A
Criterion 1: Content Knowledge, Skills, and Understandings	Meets	Does Not Meet	N/A
What students are expected to know, understand, and able to do is clearly defined and meaningful	☐	☐	☐
Fundamental and relevant knowledge and skills necessary to succeed in a global community are focused on	☐	☐	☐
High expectations for all students are reflected	☐	☐	☐
Reviewer Comments:			
Criterion 2: Maps, Units, and Pacing Guides Development	Meets	Does Not Meet	N/A
Written documents per grade include key concepts and required components, including: - the scope or breadth of material (how much of what is to be taught at that particular level) - the sequence of material (the succession of when the information is presented is clear, logical, and well organized) - how the material is presented (i.e. spiral, systematic, selective emphasis)	☐	☐	☐
Provides an articulated curriculum across grade levels (vertical alignment/organization)	☐	☐	☐
Reviewer Comments:			
Criterion 3: Assured Learning Experiences	Meets	Does Not Meet	N/A
Provides key cognitive learning experiences (i.e. specific pedagogical strategies or instructional tasks) that help learners perceive, process, rehearse, store, and transfer new learning or tasks that create authentic experiences for all students to demonstrate proficiency of the grade level content and understandings	☐	☐	☐
Learning tasks promote coherence and alignment across the grades/courses and reflect high expectations for all students.	☐	☐	☐
Materials are designed and presented in a way to engage the learner	☐	☐	☐
Flexibility and adaptability for a balanced approach to teaching and learning are evident (i.e. direct instruction, practical application, simulation, real-life connections)	☐	☐	☐
Reviewer Comments:			

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Criterion 4: Assessment/Data	Meets	Does Not Meet	N/A
Curriculum Based Measures (CBM) provide the means to determine the level of student learning in content knowledge, process skills, and understanding	☐	☐	☐
Both formative and summative assessments are specified in the curricular resource(s), are aligned to content, and represent high expectations	☐	☐	☐
CBM's reflect Bloom's Revised Taxonomy (2001): *Remember; Understand; Apply; Analyze; Evaluate; and Create*	☐	☐	☐
Reviewer Comments:			

Criterion 5: Alignment	Meets	Does Not Meet	N/A
There is a clear match between the written content, taught content, and tested content (including with local and state assessments) that is consistent with external and internal standards, assessments and best practices, creating coherence within and across the grades	☐	☐	☐
Reviewer Comments:			

ADDITIONAL INDICATORS	Meets	Does Not Meet	N/A
Criterion 6: Multi-Tiered System of Support	Meets	Does Not Meet	N/A
Intervention and remediation materials are available and/or built into the program	☐	☐	☐
Written materials are available for non-English speakers	☐	☐	☐
Reviewer Comments:			

Criterion 7: Technology	Meets	Does Not Meet	N/A
Written materials are also available in a digital format	☐	☐	☐
Technology resources are available offline	☐	☐	☐
Use of technology is incorporated into the curricular resource	☐	☐	☐
Reviewer Comments:			

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Criterion 8-12 are intended for Language Arts content but may be considered for other content areas, as relevant.

Criterion 8: Phonemic Awareness Instruction	Meets	Does Not Meet	N/A
Lessons provide a sequential range of activities representing structured and sequential development of aural skills	☐	☐	☐
Daily opportunities exist for students to manipulate sounds (ex: segment sounds, blend sounds, omit sounds, replace sounds)	☐	☐	☐
Reviewer Comments:			

Criterion 9: Phonics Instruction	Meets	Does Not Meet	N/A
Phonics instruction is explicit, sequenced, and systematic	☐	☐	☐
Speech to print correspondence, concepts of print, and letter recognition activities are incorporated into the instructional period.	☐	☐	☐
Repeated practice reading and writing with patterns, blending and sounding out text exist during the instructional period	☐	☐	☐
Word attack skills are taught through direct instruction and practiced in decodable, connected text	☐	☐	☐
Reviewer Comments:			

Criterion 10: Fluency Instruction	Meets	Does Not Meet	N/A
Daily opportunities exist for teachers to monitor fluency at every level (name, sound, sight word, phrase, sentence, passage)	☐	☐	☐
Opportunities are built into lessons for students to self-monitor rate of reading	☐	☐	☐
Instructional materials are available on independent and instructional levels for all	☐	☐	☐
Opportunities to read a piece of text with fluency and prosody are done in the instructional block	☐	☐	☐
Students are instructed on high frequency sight words for instant recognition	☐	☐	☐
Reviewer Comments:			

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Criterion 11: Vocabulary Instruction	Meets	Does Not Meet	N/A
A variety of culturally and linguistically relevant media is used as a source of vocabulary including stories, songs, pictures, newspapers, etc…	☐	☐	☐
Instruction recognizes diverse levels of background knowledge and scaffolded teaching	☐	☐	☐
Direct and contextual methods of vocabulary instruction are evident and include instruction on how and when to use context to figure out a word	☐	☐	☐
Reviewer Comments:			

Criterion 12: Comprehension Instruction	Meets	Does Not Meet	N/A
Reading comprehension strategies for specific purposes are planned for and explicitly taught	☐	☐	☐
Opportunities exist for students to articulate the characteristics of different texts	☐	☐	☐
Background knowledge is considered and planned for in instructional areas	☐	☐	☐
Connections to text (text to self, text to author, text to text, text to world) are planned for and explicitly taught	☐	☐	☐
Idiomatic language is explored and explained	☐	☐	☐
Reviewer Comments:			

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Summary

Name of Reviewer: _____   Date Reviewed: _____

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Title of Resource: _____

Publisher: _____   Date of Publication: _____

Overall Ratings	Meets	Does Not Meet	N/A
Criterion 1: Content Knowledge, Skills, and Understandings	☐	☐	☐
Criterion 2: Maps, Units, and Pacing Guides Development	☐	☐	☐
Criterion 3: Assured Learning Experiences	☐	☐	☐
Criterion 4: Assessment/Data	☐	☐	☐
Criterion 5: Curriculum Alignment	☐	☐	☐
Criterion 6: Multi-Tiered System of Support	☐	☐	☐
Criterion 7: Technology	☐	☐	☐
Criterion 8: Phonemic Awareness Instruction	☐	☐	☐
Criterion 9: Phonics Instruction	☐	☐	☐
Criterion 10: Fluency Instruction	☐	☐	☐
Criterion 11: Vocabulary Instruction	☐	☐	☐
Criterion 12: Comprehension Instruction	☐	☐	☐
Overall Rating:	☐	☐	☐
Reviewer Comments:			

Recommendation for use/adoption in Cordova School District: ☐ Yes   ☐ No