



**NATIONAL ASSOCIATION FOR GIFTED CHILDREN
CURRICULUM AND INSTRUCTION DIVISION
RUBRIC FOR RATING OUTSTANDING CURRICULUM MATERIAL**

Date _____ **Evaluator** _____ **Grade** _____ **Score** _____/48

Title _____ **Submitter** _____

Category: G/T Classroom k-3 4-8 9-12

I. Clarity of Objectives

1. Objectives are not stated
2. Objectives are discernible, but vague or confusing; assumptions need to be made by the reader
3. Objectives are reasonably clear; reader is fairly confident he/she understands what students need to know and be able to do
4. Objectives are clearly stated, specific, and unambiguous

II. Nature of the Objectives

1. The majority of objectives are concerned with details, basic skills, and factual knowledge
2. Objectives for learning incorporate major concepts and sophisticated skills within in field of study
3. Objectives for learning incorporate concepts, principles, cognitive skills, methodologies, and dispositions within a field of study
4. Objectives for learning incorporate concepts principles, cognitive skills, methodologies, and dispositions that can be transferred across disciplines

III. Evaluation Components

1. The student evaluation component is missing or not explicitly stated
2. The assessment model included only paper and pencil evaluation instruments (i.e., tests, quizzes).
3. The assessment model includes at least two different approaches to evaluation design
4. The assessment model includes at least three different evaluation measures including, for example, student portfolios, observational checklists of student behaviors, product evaluation, or self or peer evaluation

IV. Learning Activities

1. No student learning activities are described
2. At least two different types of learning activities are described
3. At least three different types of student learning activities are described. Many of these involve active cognitive engagement or hands-on learning
4. At least three different types of learning activities are described. The majority of these activities involve constructivist learning, problem solving, research, investigation, cognitive engagement, and/or hands-on learning

V. Instructional Strategies

1. The instructional strategies are not explicitly stated or described
2. The instructional strategies are described. Strategies involve direct instruction or self-study
3. At least two different instructional strategies are described. At least one of these strategies involves inductive teaching, concept based teachings, teacher-as-facilitator, high-level questioning, Socratic questioning. Or teacher as mentor
4. At least three different instructional strategies are described. At least one of these strategies involves inductive teaching, concept based teachings, teacher-as-facilitator, high-level questioning, Socratic questioning. Or teacher as mentor

VI. Student Product and Assignments

1. Fewer than two kinds of student products or assignments are described
2. The author describes at least three different kinds of student projects or assignments. The majority of these assignments involve convergent thinking, recall, and practice
3. The author describes at least three different kinds of student products or assignments that are embedded in the lesson plans. The majority of these assignments involve open-ended assignments that are subject to personal interpretation or accommodate varying levels of expertise
4. The author describes at least three different kinds of student products or assignments. The majority of these assignments involve open-ended assignments, development of creative products, or the development of products related to real-world applications or problem solving. These products are closely aligned with other curriculum components.

VII. Resources

The unit contains:

1. Resources derived solely from textbooks
2. Two or three resources of one type, i.e., texts, books, articles are used in this unit
3. Three or more varied resources, including print and non-print materials, i.e., books, video tapes, audio tapes, hands-on materials, software, internet sources are used in this unit
4. Four or more varied resources and realia, including primary source material, are used in this unit

VIII. Nature of Differentiation

1. No opportunities for differentiation are evident
2. Some open-ended activities are included in the unit
3. This unit allows for at least two of the following adjustments: pacing, depth, breadth, level of abstraction, level of complexity, degree of generalization, or talent development
4. Activities and assignments that accommodate the learning needs of high achieving students are explicitly described. At least three or more of the adjustments (listed above) are included

IX. Opportunities for Talent Development

1. The unit includes none of the activities listed below
 2. The unit includes at least one of the activities listed below
 3. The unit includes at least two of the activities listed below
 4. The unit includes at least three of the activities listed below
- Opportunities for “kid watching” and “talent spotting:
 - Opportunities for students to engage in some activities aligned with their individual strengths, preferences, or interests
 - Opportunities to foster the connection between unit activities and potential career fields, leadership opportunities, or real-world applications
 - Opportunities to interact with role models, community resources, mentors, or professionals in the field
 - Opportunities to explore advanced content in that field
 - Opportunities to acquire the skills, methodologies, and dispositions of the practicing professional in that field
 - Opportunities to investigate real-world problems and to develop authentic products and services in that field

X. Alignment of Curricular Components

1. No lesson plans are evident or fewer than three lesson plans were developed for this curriculum unit, or the lesson plans contained fewer than three of the components listed below, or the plans were not explicit enough for other educators to follow
2. The curriculum unit contains more than three lessons. Each lesson describes at least three of the following instructional components: objectives, assessment, introduction, teaching strategies, learning activities, products, resources, differentiation strategies, and talent development activities
3. The curriculum unit contains more than three lessons. Each lesson describes at least five of the components listed above. Most of the components are sequenced and aligned (related to each other)
4. The curriculum unit contains more than three lessons. Each lesson describes at least five components mentioned above. All the components are sequenced and closely aligned (rely strongly on each other to accomplish lesson objectives).

XI. Evidence of Effectiveness

1. No evidence of effectiveness provided
2. The unit has been used at least once with students; anecdotal evidence is included
3. The unit has been used more than once. Evidence that supports general student growth was gathered and provided
4. The unit has been taught more than once. Developers describe a systematic effort to assess growth and change in gifted education students.

XII Ease of Use by Other Educators

1. Vital curriculum components are missing
2. Most curriculum components are evident, but some are not described in enough detail to foster ease of use by other educators
3. Most curriculum components are evident. Components are explicit, well-sequenced, and easy to follow
4. Most curriculum components are evident. Components are explicit, well-sequenced, and easy to follow. Field test suggestions for planning and implementation are included.

TOTAL SCORE: _____/48