



**Illinois**  
**State Board of**  
**Education**

## Curriculum Evaluation Tool

---

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

Please contact [ILTeachTalkLearn@isbe.net](mailto:ILTeachTalkLearn@isbe.net) with 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   |
|---|--------------------------|--------------------------|--|
| A.1. 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"/> |  |
| A.2. Curriculum clearly denotes the learning standards that are addressed.  | <input type="checkbox"/> | <input type="checkbox"/> |  |
| A.3. 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"/> |  |
| A.4. Curriculum integrates the diverse cultural and social backgrounds of your students.  | <input type="checkbox"/> | <input type="checkbox"/> |  |
| A.5. 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"/> |  |
| A.6. Curriculum provides multiple ways for students of different ability and knowledge or skill levels to engage.   | <input type="checkbox"/> | <input type="checkbox"/> | [Use this space to identify examples of differentiation offered] |
| A.7. Curriculum provides ancillary resources to support scaffolding for remediation and enrichment.   | <input type="checkbox"/> | <input type="checkbox"/> |  |
| A.8. Curriculum includes student tasks that are appropriately sophisticated and complex.  | <input type="checkbox"/> | <input type="checkbox"/> |  |
| A.9. Curriculum provides opportunities for expression of and sharing about student  | <input type="checkbox"/> | <input type="checkbox"/> |  |

|   |                          |                          |  |
|---|--------------------------|--------------------------|--|
| experiences.  |                          |                          |  |
| A.10. 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, IEP/504 accommodations, advanced learners). | <input type="checkbox"/> | <input type="checkbox"/> | [Use this space to indicate supports, accommodations, and/or modifications provided] |
| A.11. Curriculum was vetted against more in-depth content-specific tools (e.g., Ed Reports Rubrics, Equip Rubrics).   | <input type="checkbox"/> | <input type="checkbox"/> | [Use this space to indicate the tool(s) that were utilized]                          |
| A.12. Materials clearly demonstrate editorial professionalism (e.g., sources are properly cited and free of grammatical and factual errors).  | <input type="checkbox"/> | <input type="checkbox"/> |  |
| A.13. Curriculum provides supports for teachers in planning and learning experiences to help guide students' learning progressions.   | <input type="checkbox"/> | <input type="checkbox"/> |  |

|                     |
|---------------------|
| Additional Comments |
|                     |

## B. Assessment and Impact

---

| Assessment and Impact Components  | Yes                      | No                       | Evidence |
|---|--------------------------|--------------------------|----------|
| B.1. Learning targets and benchmarks are clearly identified in assessments.   | <input type="checkbox"/> | <input type="checkbox"/> |          |
| B.2. Curriculum includes multiple opportunities for the collection of student growth data.  | <input type="checkbox"/> | <input type="checkbox"/> |          |
| B.3. Guidance is provided on the use of assessment data to drive the development of tiered supports.  | <input type="checkbox"/> | <input type="checkbox"/> |          |
| B.4. 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.5. Assessments are reflective of 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: This section is intended to be used when evaluating curriculum that is currently in use.*

| Implementation and Support  | Yes                      | No                       | Evidence   |
|---|--------------------------|--------------------------|--|
| C.1. Publisher provides educator professional learning to support the implementation of the curriculum.   | <input type="checkbox"/> | <input type="checkbox"/> | [Provide details of the professional learning to include format, subject, frequency, cost, etc.] |
| C.2. Parent and community input were used when making decisions about the selection of this curriculum.   | <input type="checkbox"/> | <input type="checkbox"/> |  |
| C.3. Student input or data was used when making decisions about the implementation of this curriculum.  | <input type="checkbox"/> | <input type="checkbox"/> |  |
| C.4. Community members can access information about curriculum resources being used (at a minimum to include aligned standards, details about assessment, publisher information, and scope and sequence).   | <input type="checkbox"/> | <input type="checkbox"/> | [Provide access information as appropriate]  |
| C.5. District engages in continues improvement efforts pertaining to curriculum implementation by participating in the following process components:  |                          |                          |  |
| C.5.a. District conducts an annual needs assessment to determine areas of supports needed by educators following implementation.  | <input type="checkbox"/> | <input type="checkbox"/> |  |
| C.5.b. At least annually, district provides time to allow educator planning for vertical alignment of curriculum.   | <input type="checkbox"/> | <input type="checkbox"/> |  |
| C.5.c. At least annually, district provides time to allow educator planning for horizontal alignment of curriculum.   | <input type="checkbox"/> | <input type="checkbox"/> |  |
| C.5.d. 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"/> |  |
| C.5.e. Districts provide opportunity for teacher reflection on implementation of curriculum.  | <input type="checkbox"/> | <input type="checkbox"/> |  |

|  |                          |                          |  |
|--|--------------------------|--------------------------|--|
| C.6. 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 is in alignment with the continuous improvement efforts pertaining to curriculum implementation.               | <input type="checkbox"/> | <input type="checkbox"/> |  |
| C.7. Digital Learning Considerations (as applicable):  |                          |                          |  |
| C.7.a. Curriculum provides educator supports and adaptations for lesson planning to implement for instruction in a digital learning environment.   | <input type="checkbox"/> | <input type="checkbox"/> |  |
| C.7.b. Curriculum provides parent or facilitator support and guidance for digital learning.  | <input type="checkbox"/> | <input type="checkbox"/> |  |
| C.7.c. Curriculum provides learner resources that are easily adaptable or ready for a digital learning environment.  | <input type="checkbox"/> | <input type="checkbox"/> |  |
| C.7.d. The district has documentation of compliance with the Student Online Personal Protection Act.   | <input type="checkbox"/> | <input type="checkbox"/> |  |
| C.7.e. In accordance to 105 ILCS 5/34-18.67, the school district validated that any third-party online curriculum is in compliance 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"/> |  |
| <b>Additional Comments</b>   |                          |                          |  |
|  |                          |                          |  |