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 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.).	☐	☐	
A.2. Curriculum clearly denotes the learning standards that are addressed.	☐	☐	
A.3. Curriculum sufficiently addresses Illinois Learning Standards as needed to meet district and state grade band or course content requirements without additional supplementation.	☐	☐	
A.4. Curriculum integrates the diverse cultural and social backgrounds of your students.	☐	☐	
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).	☐	☐	
A.6. Curriculum provides multiple ways for students of different ability and knowledge or skill levels to engage.	☐	☐	[Use this space to identify examples of differentiation offered]
A.7. Curriculum provides ancillary resources to support scaffolding for remediation and enrichment.	☐	☐	
A.8. Curriculum includes student tasks that are appropriately sophisticated and complex.	☐	☐	
A.9. Curriculum provides opportunities for expression of and sharing about student	☐	☐	

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).	☐	☐	[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).	☐	☐	[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).	☐	☐	
A.13. Curriculum provides supports for teachers in planning and learning experiences to help guide students' learning progressions.	☐	☐	

Additional Comments

B. Assessment and Impact

Assessment and Impact Components	Yes	No	Evidence
B.1. Learning targets and benchmarks are clearly identified in assessments.	☐	☐	
B.2. Curriculum includes multiple opportunities for the collection of student growth data.	☐	☐	
B.3. Guidance is provided on the use of assessment data to drive the development of tiered supports.	☐	☐	
B.4. Assessments are aligned to the Illinois Learning Standards as necessary and applicable to meet district and state grade band or course requirements.	☐	☐	
B.5. Assessments are reflective of the depth and complexity of engagement presented in the corresponding learning standards and experiences.	☐	☐	
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.	☐	☐	[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.	☐	☐	
C.3. Student input or data was used when making decisions about the implementation of this curriculum.	☐	☐	
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).	☐	☐	[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.	☐	☐	
C.5.b. At least annually, district provides time to allow educator planning for vertical alignment of curriculum.	☐	☐	
C.5.c. At least annually, district provides time to allow educator planning for horizontal alignment of curriculum.	☐	☐	
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).	☐	☐	
C.5.e. Districts provide opportunity for teacher reflection on implementation of curriculum.	☐	☐	

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.	☐	☐	
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.	☐	☐	
C.7.b. Curriculum provides parent or facilitator support and guidance for digital learning.	☐	☐	
C.7.c. Curriculum provides learner resources that are easily adaptable or ready for a digital learning environment.	☐	☐	
C.7.d. The district has documentation of compliance with the Student Online Personal Protection Act.	☐	☐	
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.	☐	☐	
Additional Comments			