

**Curriculum Map Review Rubric**

**Date:**

| <b>Criteria</b>                | <b>Exemplary</b>  | <b>Proficient</b>   | <b>Emerging</b>   | <b>Beginning Stages</b>  |
|--------------------------------|---|---|---|--|
| <b>Standards</b>               | <ul style="list-style-type: none"> <li>--Clearly tied to an assessment</li> <li>--Cross-curricular connections</li> <li>--Reflects what was actually taught at the end of the unit</li> </ul>   | <ul style="list-style-type: none"> <li>--All are clearly aligned to content/skills</li> <li>--Few are tied directly to assessment (when you get to stage 2)</li> </ul>  | <ul style="list-style-type: none"> <li>--Included but not clearly tied to assessments</li> <li>--Nice to know, but not relevant to unit focus</li> <li>--Too many listed and not targeted within instruction</li> </ul> | <ul style="list-style-type: none"> <li>--No standards indicated or the wrong standards indicated</li> </ul>  |
| <b>Enduring Understandings</b> | <ul style="list-style-type: none"> <li>--Aligned with essential questions</li> <li>--Big ideas give meaning to content learned and have enduring value beyond the unit or classroom</li> <li>--Are at the heart of the discipline</li> </ul>  | <ul style="list-style-type: none"> <li>--2-3 per unit</li> <li>--Provide meaningful connection to the real world</li> <li><i>Format:</i> bulleted list of sentences; capitalize the first word, period at end.</li> </ul>   | <ul style="list-style-type: none"> <li>--Unrelated to content and assessment (lacking alignment)</li> <li>--Not age appropriate</li> <li>--More than a few in number</li> <li>--Errors in format</li> </ul>             | <ul style="list-style-type: none"> <li>--Absent</li> <li>--Unrelated to unit or unclear</li> <li>--Significant errors in format</li> </ul>   |
| <b>Essential Questions</b>     | <ul style="list-style-type: none"> <li>--Engaging</li> <li>--Guides students' learning</li> <li>--Endures and establishes lifelong understanding of the unit</li> <li>--Thought provoking and insightful</li> <li>--Age appropriate</li> </ul>  | <ul style="list-style-type: none"> <li>--Clear focus</li> <li>--Alludes to an understanding</li> <li>--Aligned to content/skills</li> <li>--Questions can't be easily answered</li> <li><i>Format:</i> Bulleted list of questions, 2-3, Capitalize first word, end with question mark</li> </ul>                              | <ul style="list-style-type: none"> <li>--Simplistic</li> <li>--Uneven in quality</li> <li>--More than a few in number</li> <li>--Questions unrelated to content and assessment</li> <li>--Errors in format</li> </ul>   | <ul style="list-style-type: none"> <li>--Absent</li> <li>--Unit Questions</li> <li>--Written as yes/no or right/wrong</li> <li>--Significant errors in format</li> </ul>   |
| <b>Content</b>                 | <ul style="list-style-type: none"> <li>--Details specific, clear and succinct</li> <li>--In list form rather than narrative</li> <li>--References key concepts taught in unit</li> <li>--Topics align with standards, skills and assessments, essential questions</li> <li>--Noun: noun descriptor</li> </ul>                                     | <ul style="list-style-type: none"> <li>--Describe main concepts</li> <li>--Aligned to standards</li> <li>--Subject matter (descriptive)</li> <li>--What students will know and understand</li> <li><i>Format:</i> Bulleted list of phrases; written as a key noun or phrase, capitalize first word; no punctuation</li> </ul> | <ul style="list-style-type: none"> <li>--Few topics/concepts identified</li> <li>--Vague</li> <li>--Long list of vocab terms, rather than phrases</li> <li>--Errors in format</li> </ul>                                | <ul style="list-style-type: none"> <li>--Generic</li> <li>--Narrative</li> <li>--Worded as skills</li> <li>--Disconnected alignment to skills and assessments</li> <li>--Significant errors in format</li> </ul> |
| <b>Skills</b>                  | <ul style="list-style-type: none"> <li>--Precise and targeted</li> <li>--Achievable and measurable</li> <li>--Reflects proficiency levels</li> <li>--Higher order thinking skills from Bloom's Taxonomy used.</li> <li>--Includes measurable verb, target (how it will be measured), descriptor (details with relationship to content)</li> </ul> | <ul style="list-style-type: none"> <li>--Clear action verbs</li> <li>--Aligned to standards</li> <li>--Measurable</li> <li>--A variety of levels used from Bloom's Taxonomy</li> <li>--<i>Format:</i> Bulleted list of phrases, begin with bold verb, capitalize first word; no punctuation</li> </ul>                        | <ul style="list-style-type: none"> <li>--Generic verb</li> <li>--Verbs not measurable</li> <li>--Broad objectives</li> <li>--Only low levels of Bloom's Taxonomy used</li> <li>--Errors in format</li> </ul>            | <ul style="list-style-type: none"> <li>--Vague</li> <li>--Written as content or activity</li> <li>--Disconnected to content and assessment</li> <li>--Significant errors in format</li> </ul>                    |

