Curriculum Planning Self-Assessment Tool

Criteria of Success	Yes / In Progress / No	Indicators/Comments
Curriculum Team:		
A document or web page identifies district and school staff who make decisions on curriculum, curriculum design, pacing schedules, and instructional materials purchasing.		
There are guidelines to support effective communication and planning between staff who make decisions on curriculum, curriculum design, pacing schedules, and instructional materials purchasing.		
Curriculum Documents:		
The district has curriculum documents with sections that guide planning, instruction, and assessment for and of learning.		
The curriculum documents include curriculum maps, pacing guides, and other tools that assist teachers in planning and delivering the curriculum.		
The curriculum documents have been developed by teachers or based on teachers' feedback for usability.		
The curriculum documents provide intentional links and guidance for the use of assistive technology, accessible educational materials, and accommodations in core instruction.		
Universal Design for Learning, Personalization, and Academic Choice guides are included in the curriculum documents.		
The curriculum documents create intentional links to 21st century skills for students, with interdisciplinary connections.		
Grade Level Mastery:		
The curriculum documents include descriptions of mastery levels for grade-level expectations, concepts, and skills for all grades and content areas.		
Schools have consistent assessments, performance measures, checklists, scales, and rubrics that clearly illustrate grade level mastery.		
Teachers have examples and exemplars of mastery-level student work, along with scoring guides and rubrics.		

Curriculum Planning Self-Assessment Tool

Criteria of Success	Yes / In Progress / No	Indicators/Comments
Assessments, performance measures, checklists, scales, or rubrics are being used regularly in classroom instruction.		
School staff, students, and parents know what mastery-grade level student work looks like in their assigned grade or content area.		
Expectations:		
The district curriculum documents include a scope and sequence of all grade-level expectations and evidence outcomes preschool through high school.		
Teachers have quick and easy access to printed and online versions of these grade-level expectations.		
Teachers use the scope and sequence of grade-level expectations when developing instructional activities.		
Instructional Materials:		
Considerations in purchasing instructional programs, texts, and instructional materials include an alignment with the district/school curriculum documents.		
Considerations in purchasing instructional programs, texts, and instructional materials include accessibility features and the adoption of universal design for learning principles.		
Purchased instructional programs, texts, and instructional materials are designed to support teachers in differentiating instruction to meet the needs of all students in the core curriculum.		
Teachers understand the differences and purposes of the curriculum and adopted programs, texts, and instructional materials.		
Teachers effectively use both adopted curriculum and adopted materials or programs when designing standards-based lessons and units.		
Other Comments:		