

Curriculum Trak Self-Assessment Rubric



	A Start....	Better....	Best (when everything from the last two columns is present)
Formatting Issues			
Spacing of information	information is attached, but tends to run altogether		column widths are varied according to the amount of text typical to the different fields
Spelling/grammar	information is attached with inconsistent attention to spelling accuracy and grammar consistency	spell check is used consistently throughout the program, spelling (and typing) errors are minimal	teachers use a consistent grammatical structure throughout the school's maps (i.e. all phrases start with verbs or complete sentences used throughout, etc.)
Copying/Pasting	information is appropriately placed when teachers copy and paste, but no editing is done to fit the "style" requirements of the map	teachers use the copy and paste tool, but make minor adjustments to mirror other content	the eraser tool is consistently used to apply Curriculum Trak formatting to any copied/pasted material
Information within			
Teacher generated content	content is grade-level appropriate, core concepts, vocabulary and facts are included	what students need to know and do (skills) are identified, they are observable and measurable	content that is included is also attached to specific standards & benchmarks as identified by school leadership
District Content	any teacher attached to a course is "allowed" to input or change content, even if there are multiple teachers per grade level	teachers collectively review and agree upon the content found in district fields, there is an ethos of collaboration	teachers regularly review district content, especially in relationship to the attached benchmarks; improvements are made as needed
Individual Content	all teachers within a grade level provide information; but the information is minimal, redundant, or lacking in detail	teachers input detailed information that can easily be referenced and used by their colleagues (i.e. not just "play game" but rather - gives name & directions for the game)	teachers have attached documents or website addresses to their individual fields; teacher show variety and creativity (versus simply listing the same things repeatedly)
Attachment of Benchmarks	benchmarks have been attached, but inconsistently from subject to subject; no conversation has taken place regarding gaps and overlaps	benchmarks are attached, using the reports feature, conversation is taking place amongst teachers to align the curriculum both horizontally (within grade levels) and vertically (between grade levels)	benchmarks that have been originally attached to a grade are re-attached to where they actually fit in a school's curriculum; benchmarks from other subject areas are attached to units where appropriate
Use of Attachments	less than 50% of teachers are adding attachments into the different fields	attachments are found in more than 50% of the school's maps and are placed in the appropriate fields	in addition to inserting unit attachments, the school has specified course resources that are attached (i.e. philosophy statement, syllabus, scope and sequence etc)
Issues relating to			
Objectives	various objectives are listed, but specificity is missing	objectives are written using verbs that can easily be assessed (i.e. "list" versus "know")	objectives include verbs from each of Bloom's taxonomy, especially higher level thinking verbs

Content	content listed is either too vague or too detailed, giving an inaccurate description of what is most important in the unit	core concepts, topics, facts, and vocabulary are listed	content includes concepts, topics, facts, and vocabulary and shows real world connections
Essential Questions	questions are student friendly but don't necessarily frame the unit	questions allow for a variety of acceptable answers and require upper-level thinking; they are connected to Bible, life or other content areas	questions are thought-provoking and drive student inquiry
Faith Integration	Bible verses and truths are referenced	specific activities &/or discussions are planned to stimulate student thinking about Biblical concepts	students are provided opportunities to apply Biblical principles to their individual lives
Resources	textbooks/workbooks are listed	books, in addition to the text, are included; additional resources, including mixed media, are listed	where appropriate, attachments are used to create direct links to resources
Assessments	the type of assessment used is included and little variety is found	assessment types vary (i.e. more than just quiz/test); both formative and summative assessments are included	links are created for assessments used as well as the grading plan for those assessments (e.g. rubrics); assessment are clearly linked to learning objectives