



Curriculum & Instruction

Signature Assignment for EDCI 625

Analysis of Curriculum, Teaching and Assessment

Student Learning Outcome(s) Assessed:

SLO #4: Analyze how knowledge in their subject area is conceptualized, created, organized, and assessed by analyzing a curriculum and assessment system.

Description of the Signature Assignment

Candidates evaluate the appropriateness, effectiveness and efficiency of a school curriculum program in order to account for and improve current and future programs which in turn will improve student achievement.

Directions for Students (will vary by instructor)

Identify and select a curriculum/program and provide an evaluation of the program to determine its impact and the extent to which the program has achieved its intended goals.

Scoring Rubric:

Criteria	4 Exceeds expectations	3 Meets expectations	2 Meets some expectations	1 Does not meet expectations	0 Incomplete or missing work	Final Score
Description of the Program	Description of the program is exceptionally clear, well developed, and definitive. Candidate clearly describes the curriculum/program including a brief outline of the content, skills and concepts for instruction. Candidate clearly describes the ways in which teachers are prepared to work with the curriculum/program. Included is a detailed description of how the learning in this curriculum/program is measured and documented. Candidate includes detailed information regarding assessment methods used to measure effectiveness of the curriculum/program.	Description of the program is clearly articulated. Candidate describes the curriculum/program including a brief outline of the content, skills and concepts for instruction. Candidate describes the ways in which teachers are prepared to work with the program. Included is a description of how the learning in this curriculum/program is measured and documented. Candidate includes information regarding assessment methods used to measure effectiveness of the curriculum/program.	Description of the program is clear but not well developed. Candidate provides minimal description of the curriculum/program and does not include brief outline of the content, skills and concepts for instruction. Candidate describes the ways in which teachers are prepared to work with the program. Candidate does not adequately describe how the learning in this curriculum/program is measured and documented. Candidate includes some information regarding assessment methods used to measure effectiveness of the curriculum/program.	Description of the program is unclear and ambiguous. Candidate does not clearly describe the curriculum/program . Outline of the content, skills and concepts for instruction is sketchy and vague. Candidate provides a sketchy description of the ways in which teachers are prepared to work with the program. No description of how the learning in this curriculum/program is measured and documented is provided. Information regarding assessment methods used to measure effectiveness of the curriculum/program is vague.	Description of the curriculum/program is incomplete /missing	
Analysis and Evaluation of the Program	Analysis is exceptionally critical, relevant and consistent connections made between goals/expectations of the program and outcomes. Discussion of evidence, subtopics, & overall evaluation of the program/curriculum show excellent analysis.	Analysis provides consistent connections between goals/expectations of the program and outcomes. Discussion of evidence, subtopics, & overall evaluation of the program/curriculum show good analysis.	Analysis provides some connections between goals/expectations of the program and outcomes. Discussion of evidence, subtopics, & overall evaluation of the program/curriculum show some analysis.	Analysis provides limited connections between goals/expectations of the program and outcomes. Discussion of evidence, subtopics, & overall evaluation of the program/curriculum show limited analysis.	Analysis and evaluation of the program is incomplete /missing	
Criteria	4	3	2	1	0	Final

	Exceeds expectations	Meets expectations	Meets some expectations	Does not meet expectations	Incomplete or missing work	Score
Conclusion and Recommendations	The conclusion clearly provides an overall interpretation and understanding of the curriculum/program being evaluated. The candidate summarizes information in a meaningful way and draws meaningful conclusions. The candidate makes significant recommendations to improve program/curriculum. Candidate clearly answers the questions with accuracy, detail and understanding.	The conclusion provides an overall interpretation and understanding of the curriculum being evaluated. The candidate includes a summary and draws meaningful conclusions. The candidate makes recommendations to improve program/curriculum. Candidate answers the questions with appropriate accuracy, detail and understanding.	The conclusion provides an adequate interpretation and understanding of the curriculum/program being evaluated. The candidate includes a summary but does not draw conclusions. Candidate recommendations to improve the program/curriculum are vague. Candidate does not adequately answer the questions.	The conclusion is insufficient and does not provide an overall interpretation and understanding of the curriculum/program being evaluated. The candidate provides a brief summary but does not draw conclusions. Candidate recommendations to improve the program/curriculum are missing or vague. Candidate leaves questions unanswered.	Conclusions and recommendations are incomplete / missing	
Writing and Editing	Writing reflects depth of content and perceptiveness of the author at the graduate level. The paper is cogent, coherent, and well organized. Adheres to standard writing conventions and appearance is professional. Contains few or no spelling and grammatical errors. Writing is essentially error-free in terms of mechanics. Models the style and format appropriate to the assignment.	The paper is coherent, and well organized. Adheres to standard writing conventions and appearance is professional. While there may be minor errors, the paper follows normal conventions of spelling and grammar throughout and has been carefully proofread. Appropriate conventions for style and format are used consistently throughout.	The paper is well organized. Adheres to standard writing conventions and appearance is professional. Frequent errors in spelling, grammar (such as subject/verb agreements and tense), sentence structure and/or other writing conventions distract the reader. Writing does not consistently follow appropriate style and/or format.	The paper is not well organized. Does not adhere to standard writing conventions and appearance is unprofessional. Writing contains numerous errors in spelling, grammar, and/or sentence structure which interfere with comprehension. Style and/or format are inappropriate for the assignment.	The paper is incomplete.	
Total						

Evaluation of EDCI 625 Signature Assignment
 Candidate Name _____

Criteria	Score				
Description of Program	0	1	2	3	4
Analysis and Evaluation of Program	0	1	2	3	4
Conclusion and Recommendations	0	1	2	3	4
Writing and Editing	0	1	2	3	4

Legend

Total Points	College of Education Assessment Scale Equivalent
14-16	4 (Exceeds Expectations)
12-13	3 (Meets Expectations)
9-11	2 (Meets Some Expectations)
6-9	1 (Does Not Meet Expectations)
0-5	0 (Can't Score)