| Curriculum Development/Assement Rubric | | |
|--|---|--|
| Commponent | Effective | Steps needed to align curriculum components to effective |
| Alignment with Utah Core Standard | 5 | |
| | The unit addresses all levels of thinking in a sequential fashion, moving from basic to higher order thinking. | |
| Assessment | | |
| Crititical Thinking | The plan for student assessment is aligned with the instructional outcomes with clear assessment criteria that are communicated to students. Formative assessments drive instruction. The unit addresses all levels of thinking in a sequential fashion, moving from basic to higher order thinking. | |
| Differentaited Instruction | | |
| | The unit uses knowledge of students' backgrounds, skills, learning styles, and interests to address groups of students. | |

| Academic Rigor | | |
|------------------------|---|--|
| | The unit enables students to develop an understanding and use of knowledge and skills acquired related to a theme, problem, or issue. | |
| Technology Integration | | |
| | Technology integration requires higher order thinking and problem solving by students. Students are engaged. | |