

Curriculum, Instruction, and Assessment

Self-Assessment of the Indicators of Quality for Curriculum, Assessment, an...

Most of the Middle States protocols for self-study and accreditation include a thorough self-assessment of the degree to which a school or school system meet the Middle States Standards for Quality for Curriculum, Instruction, and Assessment.

The Indicators of Quality are generic statements of quality that are not subject matter specific, but they do represent reach-based practices for all curricular areas.

INSTRUCTIONS

In this self-assessment survey, you are asked to use your personal knowledge and experience with the specified curricular area in this school to offer a professional judgment whether, in this specific curricular area, the school or school system meets the Indicators of Quality for Curriculum, Instruction, and Assessment. Rate the degree to which the school meets each Indicator by using the following scale:

- 1. Does Not Meet. The evidence indicates that this schools Does Not Meet the expectations of this Indicator. 2. Partially Meets/In Need of Improvement. The evidence indicates that this school meets the expectations of this Indicator Only Partially and Needs Improvement.
- 3. Meets. The evidence indicates that this school Meets the expectations of this Indicator. 4. Exceeds. The evidence indicates that this school exceeds the expectations o this Indicator.

Curriculum Indicators of Quality

Indicators for All Schools:

CI.1.

	1	2	3	4	DK
The development of the curriculum is based on a thorough assessment of the basic concepts, skills, and knowledge required of all students to fulfill the stated goals of the program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Describe the evidence or lack of evidence that supports the rating for this Indicator

Curriculum, Instruction, and Assessment

CI.2.

	1	2	3	4	DK
The curriculum has established priorities, objectives, and goals for all courses and units within the program that are based on clearly defined expectations for all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Describe the evidence or lack of evidence that supports the rating for this Indicator

CI.3.

	1	2	3	4	DK
The curriculum is designed to ensure the alignment of teaching strategies, learning activities, instructional support, instructional resources, and assessment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Describe the evidence or lack of evidence that supports the rating for this Indicator

CI.4.

	1	2	3	4	DK
The curriculum defines desired student outcomes as expressed in terms of student understanding, knowledge, attitudes, skills, and habits.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Describe the evidence or lack of evidence that supports the rating for this Indicator

Curriculum, Instruction, and Assessment

CI.5.

	1	2	3	4	DK
The curriculum provides experiences that promote students' critical thinking, reasoning, problem-solving skills, and study skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Describe the evidence or lack of evidence that supports the rating for this Indicator

CI.6.

	1	2	3	4	DK
The learning expectations of the curriculum address the diverse learning needs of the students without compromising the essential knowledge and skills students are expected to learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Describe the evidence or lack of evidence that supports the rating for this Indicator

CI.7.

	1	2	3	4	DK
Course objectives in the curriculum are simply stated and understandable to students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Describe the evidence or lack of evidence that supports the rating for this Indicator

Curriculum, Instruction, and Assessment

CI.8.

	1	2	3	4	DK
The skills and knowledge of the curriculum are well-articulated and coordinated between all teachers at each grade level and by teachers across grade levels.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Describe the evidence or lack of evidence that supports the rating for this Indicator

CI.9.

	1	2	3	4	DK
Elementary, middle level, and secondary level staff members work cooperatively to provide a meaningful, and logical progression of learning activities in the curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Describe the evidence or lack of evidence that supports the rating for this Indicator

CI.10.

	1	2	3	4	DK
The curriculum is designed to foster active involvement of students in the learning process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Describe the evidence or lack of evidence that supports the rating for this Indicator

Curriculum, Instruction, and Assessment

CI.11.

	1	2	3	4	DK
Instructional activities in the curriculum provide opportunities for both exploration and specialization in the content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Describe the evidence or lack of evidence that supports the rating for this Indicator

CI.12.

	1	2	3	4	DK
CI.12. The curriculum's objectives and expectations for learning are understood and supported by the school community's stakeholders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Describe the evidence or lack of evidence that supports the rating for this Indicator

CI.13.

	1	2	3	4	DK
Parents and students are provided appropriate opportunities to provide input into the development of curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Describe the evidence or lack of evidence that supports the rating for this Indicator

Curriculum, Instruction, and Assessment

CI.14.

	1	2	3	4	DK
CI.14. Written curriculum guides identify objectives and define the scope and sequence of the curriculum. The guides are functional and in use.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Describe the evidence or lack of evidence that supports the rating for this Indicator

CI.15.

	1	2	3	4	DK
Learning materials used in the curriculum are current and are selected to fulfill the goals and objectives of the curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Describe the evidence or lack of evidence that supports the rating for this Indicator

CI.16.

	1	2	3	4	DK
Current best practices in the subject area, including the use of technology and other media, are considered in the selection of learning materials and media.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Describe the evidence or lack of evidence that supports the rating for this Indicator

Curriculum, Instruction, and Assessment

CI.17.

	1	2	3	4	DK
Decisions made regarding the curriculum are based on data about student performance, knowledge about organizational development, and research about best practices in curriculum, instruction, and assessment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Describe the evidence or lack of evidence that supports the rating for this Indicator

CI.18.

	1	2	3	4	DK
The content and instructional activities in the curriculum are consistent with the school's philosophy/mission.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Describe the evidence or lack of evidence that supports the rating for this Indicator

CI.19.

	1	2	3	4	DK
Administrative leadership and support are provided in the coordination and articulation of the curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Describe the evidence or lack of evidence that supports the rating for this Indicator

Curriculum, Instruction, and Assessment

CI.20.

	1	2	3	4	DK
The curriculum is reviewed and evaluated regularly and systematically. The curriculum review/evaluation process includes safeguards to ensure that the written curriculum is actually taught. The review process focuses on what is to be deleted from the curriculum as well as what is to be added.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Describe the evidence or lack of evidence that supports the rating for this Indicator

Indicators for Schools that Provide Distance Education:

CI.21.

	1	2	3	4	DK
Students and their families (if appropriate) are informed about any aspects of the curriculum that are created or delivered by an organization other than the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Describe the evidence or lack of evidence that supports the rating for this Indicator

Curriculum, Instruction, and Assessment

CI.22.

	1	2	3	4	DK
Stated student performance outcomes for any part of the curriculum delivered through distance education are achievable through that methodology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Describe the evidence or lack of evidence that supports the rating for this Indicator

CI.23.

	1	2	3	4	DK
Appropriate study skills necessary for students to utilize a distance education model effectively and efficiently are included as part of the curriculum and instructional process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Describe the evidence or lack of evidence that supports the rating for this Indicator

Instruction Indicators of Quality

Indicators for All Schools:

Curriculum, Instruction, and Assessment

II.1.

	1	2	3	4	DK
A variety of teaching strategies and techniques is used to meet the needs of individual students in the curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Describe the evidence or lack of evidence that supports the rating for this Indicator

II.2.

	1	2	3	4	DK
The scope and pacing of lessons in the curriculum are appropriate for the students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Describe the evidence or lack of evidence that supports the rating for this Indicator

II.3.

	1	2	3	4	DK
Provision is made for appropriate amounts of learning time for all aspects of the curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Describe the evidence or lack of evidence that supports the rating for this Indicator

Curriculum, Instruction, and Assessment

II.4.

	1	2	3	4	DK
Students are provided with additional assistance to address specific learning challenges in the curriculum when needed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Describe the evidence or lack of evidence that supports the rating for this Indicator

II.5.

	1	2	3	4	DK
Students and teachers demonstrate mutual respect toward each other in classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Describe the evidence or lack of evidence that supports the rating for this Indicator

II.6.

	1	2	3	4	DK
Students demonstrate an understanding of cultural differences by maintaining respect for each other in classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Describe the evidence or lack of evidence that supports the rating for this Indicator

Curriculum, Instruction, and Assessment

II.7.

	1	2	3	4	DK
Class sizes in promote and allow for varied instructional strategies to be used.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Describe the evidence or lack of evidence that supports the rating for this Indicator

II.8.

	1	2	3	4	DK
Meaningful and frequent communications with parents are used to promote student learning in the curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Describe the evidence or lack of evidence that supports the rating for this Indicator

II.9.

	1	2	3	4	DK
Members of the faculty are qualified, competent, and dedicated to the objectives of the curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Describe the evidence or lack of evidence that supports the rating for this Indicator

Curriculum, Instruction, and Assessment

II.10.

	1	2	3	4	DK
Members of the faculty maintain safe, positive, and supportive classroom environments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Describe the evidence or lack of evidence that supports the rating for this Indicator

II.11.

	1	2	3	4	DK
The faculty is provided with continuing professional growth activities that support the effective fulfillment of curriculum objectives. Support for effective use of research-based instructional practices is provided to teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Describe the evidence or lack of evidence that supports the rating for this Indicator

Indicators for Schools that Provide Distance Education:

Curriculum, Instruction, and Assessment

II.12.

	1	2	3	4	DK
Student interaction (synchronous and asynchronous) with the faculty and other students is facilitated through a variety of means as an essential characteristic of the curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Describe the evidence or lack of evidence that supports the rating for this Indicator

II.13.

	1	2	3	4	DK
Instructional materials in the curriculum are developed by authors qualified in distance education techniques. Textbooks and other instructional materials are suitable for distance learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Describe the evidence or lack of evidence that supports the rating for this Indicator

Assessment Indicators of Quality

Indicators for All Schools:

Curriculum, Instruction, and Assessment

AI.1.

	1	2	3	4	DK
Assessment of student learning and performance is aligned with curriculum and instruction in the curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Describe the evidence or lack of evidence that supports the rating for this Indicator

AI.2.

	1	2	3	4	DK
A variety of methods for assessing student learning is used in the curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Describe the evidence or lack of evidence that supports the rating for this Indicator

Curriculum, Instruction, and Assessment

AI.3.

	1	2	3	4	DK
Assessment results in the curriculum are analyzed with appropriate frequency and rigor for: <ul style="list-style-type: none">• individual students as they move through courses in the curriculum• cohorts of students as they move through courses in the curriculum• comparable (local, state, and national) groups outside of the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Describe the evidence or lack of evidence that supports the rating for this Indicator

AI.4.

	1	2	3	4	DK
The assessment of student learning and performance in the curriculum enables students to monitor their own learning progress and teachers to adapt their instruction to students' specific learning needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Describe the evidence or lack of evidence that supports the rating for this Indicator

Curriculum, Instruction, and Assessment

AI.5.

	1	2	3	4	DK
Records of students' learning and performance are maintained in the curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Describe the evidence or lack of evidence that supports the rating for this Indicator

AI.6.

	1	2	3	4	DK
Timely and useful evaluative information and feedback regarding learning in the curriculum is provided to students and parents (as appropriate).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Describe the evidence or lack of evidence that supports the rating for this Indicator

AI.7.

	1	2	3	4	DK
Assessment data on student learning are used to measure the presence or absence of achievement in the curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Describe the evidence or lack of evidence that supports the rating for this Indicator

Curriculum, Instruction, and Assessment

AI.8.

	1	2	3	4	DK
Assessment data on student learning are used to identify students needing additional support in the curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Describe the evidence or lack of evidence that supports the rating for this Indicator

AI.9.

	1	2	3	4	DK
Placement/enrolment in courses in the curriculum is based on a thorough analysis of students' interests and potential as well as on students' past performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Describe the evidence or lack of evidence that supports the rating for this Indicator

AI.10.

	1	2	3	4	DK
Students in the curriculum are learning and performing at levels expected, or progress is being made to raise results accordingly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Describe the evidence or lack of evidence that supports the rating for this Indicator