

# Curriculum & Instructional Unit Rating and Appraisal Instrument

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Robert E. Bear

## Instructions

The **C&I Appraisal and Rating Instrument** is divided into eighteen (18) categories and is designed for two (2) major functions. The first is as an aid for evaluating both published (commercial and in-house) and unpublished curricula, instructional units or lesson plans, and instructional materials, such as textbooks. The second intention of this instrument is for it to be used as a guide in the development of curricula and instructional materials. This may be used by teachers, faculty and students in departments of education at colleges and universities, curriculum evaluators, curriculum directors, curriculum committees, and instructional materials publishers.

Due to inherent subjective individual assessments, when this instrument is used for evaluation purposes, a team of three or more persons should critique the same materials and then calculate an average score for the final rating. When a formal evaluation is conducted, the final report should reflect a summarization of the examples and comments of each member, as well as, the average rating for each category. Key words or phrases to look for are the same ones found in the category titles; i.e., learning styles, thinking skills, and enrichment activities.

Several additional considerations should be noted.

- (a) Ratings throughout this instrument are based on a scale from one (1) to three (3): 1= poor, 2 = average, and 3 = superior.
- (b) No more than three (3) points (pts) can be awarded as a total in any category that states *3 pts. Maximum* under the title. These categories are: *Rational/Motivation, Alternate and/or Enrichment Activities, Materials List & Equipment, Specific Instructions for Lesson, Suggested Follow-up/Reteach, and Scope & Sequence.*
- (c) Categories that may be awarded more than three points in the total are: *Multicultural References, Discipline Connections, Learning Experiences, Evaluation Process, Intended Learner Outcomes, Resource/References, Learning Styles/Mode Emphasis, Thinking Skills, Character Domain, Multiple Intelligences, Quality, and Key Knowledge % Skills.*
- (d) Do not give both *listed* and *explained* points on the same example. Determine which category best describes the supporting information.
- (e) In each category, list or briefly describe examples that support your basis for awarding points. For example, *Discipline Connections* is for recognition of interdisciplinary units (compacted curriculum); such as Math & Science, or U.S. History, Visual Arts, and Language Arts are tied together with activities and reference.
- (f) Each category must be awarded zero (0) or more points. When no examples are given, or if the category division cannot be recognized, then give zero points)
- (g) After the evaluation is complete, total all the categories on page six (6) and determine a rating of *Poor, Average, or Superior.*

**Multicultural References**

Examples

Pts

(Listed: 1 pt. ea.)

(Explained: 3 pts ea.)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Total

**Discipline Connections**

Examples

Pts

(Listed: 1 pt. ea.)

(Explained: 3 pts ea.)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Total

**Rationale/Motivation**

Examples

(3 pts Maximum)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Total

**Alternate and/or  
Enrichment Activities**

Examples

(3 pts Maximum)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Total

**Resource/References** (1 pt. ea.)

Pts

Audio/Video: \_\_\_\_\_

Computer/Software: \_\_\_\_\_

Game: \_\_\_\_\_

Guest Presenter: \_\_\_\_\_

Handouts: \_\_\_\_\_

Text: \_\_\_\_\_ Chapter: \_\_\_\_\_ Pages: \_\_\_\_\_

Transparency/Slides: \_\_\_\_\_

Worksheets: \_\_\_\_\_

Other: \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Total

**Learning Styles/Mode Emphasis** (1 Pt. ea.)

Auditory \_\_\_\_ Kinesthetic/Spatial \_\_\_\_ Tactile/Haptic \_\_\_\_ Visual \_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Total

**Thinking Skills** (1 Pt. ea.)

Knowledge \_\_\_\_ Comprehension \_\_\_\_ Application \_\_\_\_

Analysis \_\_\_\_ Synthesis \_\_\_\_ Evaluation \_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Total

**Materials & Equipment** (3 Pts. Maximum)

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Total

**Learning Experiences** (1 Pt. ea.)

Pts

Authentic Learning: \_\_\_\_\_

\_\_\_\_\_

Discussion: \_\_\_\_\_

\_\_\_\_\_

Field Trip: \_\_\_\_\_

\_\_\_\_\_

Game: \_\_\_\_\_

\_\_\_\_\_

Group Learning (size): \_\_\_\_\_

\_\_\_\_\_

Individual Exercise: \_\_\_\_\_

\_\_\_\_\_

Lab/Studio: \_\_\_\_\_

\_\_\_\_\_

Manipulatives: \_\_\_\_\_

\_\_\_\_\_

Project/Performance: \_\_\_\_\_

\_\_\_\_\_

Research: \_\_\_\_\_

\_\_\_\_\_

Role Play: \_\_\_\_\_

\_\_\_\_\_

Station/Learning Center: \_\_\_\_\_

\_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Total

**Character Domain** (1 Pt. ea.)

Affective \_\_\_\_ Cognitive \_\_\_\_ Psycho-motor \_\_\_\_ Spiritual \_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Evaluation Processes** (1 Pt. ea.)

Critique \_\_\_ Group \_\_\_ Oral Test \_\_\_ Portfolio \_\_\_  
Evaluation \_\_\_ Observation \_\_\_ Performance \_\_\_ Self-Evaluation \_\_\_  
Written Test \_\_\_ Other: \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Total

**Intended Learner Outcomes** (1 Pt. ea.)

A: \_\_\_\_\_ D: \_\_\_\_\_  
B: \_\_\_\_\_ E: \_\_\_\_\_  
C: \_\_\_\_\_ F: \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Total

**Multiple Intelligences** (1 Pt. ea.)

Mathematical/Logical \_\_\_ Kinesthetic \_\_\_ Inter-personal \_\_\_ Intrapersonal \_\_\_  
Linguistic \_\_\_ Music/Auditory \_\_\_ Visual/Spatial \_\_\_ Intuitive/Spiritual \_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Total

**Specific Instructions for Lesson/s** (3 Pts. Maximum)

Comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Total

**Suggested Follow-up/Reteach** (3 Pts. Maximum)

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Total

**Part of Scope & Sequence Curriculum** (3Pts. Maximum)

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Total

**Quality** (3 Pts. Maximum)

Appearance \_\_\_\_ Content \_\_\_\_ Readability \_\_\_\_

Appropriateness \_\_\_\_ Support Materials/Visual Aids \_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Total

**Notes:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Points Summary**

**Multicultural References**

**Discipline Connections**

**Rationale/Motivation**

**Alternate and/or Enrichment Activities**

Page 1 Total

**Resource/References**

**Learning Styles/Mode Emphasis**

**Thinking Skills**

Page 2 Total

**Materials & Equipment**

**Learning Experiences**

**Character Domain**

Page 3 Total

**Evaluation Processes**

**Intended Learner Outcomes**

**Multiple Intelligences**

**Specific Instructions for Lesson/s**

Page 4 Total

**Suggested Follow-up/Reteach**

**Part of Scope & Sequence Curriculum**

**Quality**

Page 5 Total

**Rating**

**Poor** 45 and below

**Average** 46 through 60

**Superior** 61 and above

**Final Rating Score**