

## Coordinated Curriculum Quality Criteria Single Point Rubric

The Quality Criteria Single Point Rubric can be used as a self-assessment to identify areas of strength as well as those that require additional work. Helpful resources related to the criteria are included after the rubric.

<b>What do we already have in place? What is our evidence?</b>	<b>Quality Criteria</b>	<b>What will we focus on in the coming year? What evidence will we collect?</b>
	<p><b>1. Vertical and Horizontal Alignment:</b></p> <ul style="list-style-type: none"> <li>An SU/SD demonstrates <b>vertical alignment</b> when it has a standards-based curriculum that builds upon existing learning and extends or develops new learning across PK-12 in a manner that is research-based and deemed developmentally appropriate. An SU/SD demonstrates <b>horizontal alignment</b> when all students are taught the same standards, content, concepts, and skills across a grade level, regardless of classroom, school, or context.</li> </ul>	
	<p><b>2. Backward Design:</b></p> <p>An SU/SD's curriculum demonstrates <b>backward design</b> when:</p> <ul style="list-style-type: none"> <li>Standards-based student outcomes are focused on big ideas and essential skills;</li> <li>Assessments provide evidence of student learning in relation to the big ideas and essential skills; and</li> <li>Instructional strategies are designed to enable students to achieve proficiency in these outcomes.</li> </ul>	

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	<p><b>3. High-Quality Instruction and Assessment:</b> An SU/SD demonstrates <b>high-quality instruction and assessment</b> when:</p> <ul style="list-style-type: none"> <li>• Educators demonstrate research-based practices that are designed for equity and lead all students to achieve standards-based proficiency identified in the curriculum;</li> <li>• Accommodations, adaptations, and modifications are an integral part of the design process for all educators to ensure access and rigor for all students;</li> <li>• The Local Comprehensive Assessment System includes locally developed grade-level common assessments directly connected to student outcomes identified in the curriculum;</li> <li>• Structures are evident within the SD/SU that allow educators to calibrate scoring of locally developed assessments and discuss student data; and</li> <li>• Alignment between LCAS and Coordinated Curriculum is evidenced through an inventory, map, or crosswalk.</li> </ul>	

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	<p><b>4. Personalization:</b></p> <p>An SU/SD demonstrates curriculum is designed to support <b>personalization</b> when:</p> <ul style="list-style-type: none"> <li>• Curriculum is culturally relevant and responsive to student interests;</li> <li>• It includes students’ development of personalized learning plans through opportunities to set goals, engage their interests, access flexible pathways, and inform how they demonstrate proficiency and ultimately meet graduation requirements; and</li> <li>• Personalized learning and personalized learning plans are embedded in classroom practice.</li> </ul>	
	<p><b>5. Flexible Pathways:</b></p> <p>In an SU/SD, coordinated curriculum supports <b>flexible pathways</b> when:</p> <ul style="list-style-type: none"> <li>• Flexible pathways are aligned to both content area proficiencies and transferable skills; and</li> <li>• Students are allowed to explore and participate in flexible pathways to achieve/demonstrate proficiency.</li> </ul>	

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	<p><b>6. Integration and Transfer:</b></p> <p>An SU/SD has evidence of <b>integration and transfer of knowledge and skills across contexts</b> when:</p> <ul style="list-style-type: none"> <li>• Learning opportunities connect content areas and skill development in meaningful ways;</li> <li>• Assessment of proficiency is not content or context dependent; and</li> <li>• Structures are in place to support communication and collaboration between educators across content and contexts.</li> </ul>	

**Agency of Education Resources:**

[Essential Components for Implementing Project-Based Learning](#)

[Flexible Pathways](#)

[Personalized Learning Plans Manual](#)

[Proficiency-Based Graduation Requirements](#)

[Project-Based Learning: A Path to Proficiency](#)

[Project-Based Learning: An Interdisciplinary Approach in Blended Environments](#)

[State and Local Assessment – Vermont Agency of Education: Performance Assessments](#)

[Vermont Portrait of a Graduate with Performance Indicators](#)

[VTmtss Field Guide](#)

## **Additional Resources:**

### **Vertical and Horizontal Alignment**

[Curriculum Mapping](#), by Rebecca Crawford Burns, is a chapter of the book *Curriculum Handbook* from ASCD and includes the sections: overview, definition, evolution of curriculum mapping, context and purpose, aligning curricula to standards and assessments, building staff capacity, developing relationships and communicating with stakeholders, using resources effectively, and a conclusion.

[What Is a Curriculum Map \(And How Do You Make One\)?](#), by Chris Zook, is a blog post for Applied Educational Systems that defines curriculum mapping and walks through the process in a step by step manner.

### **Backward Design**

[The Role of Learning Progressions in Competency-Based Pathways](#) is a publication from Achieve that introduces the idea of learning progressions and presents research around how they support competency-based education.

[Understanding by Design](#) is a collection of ASCD resources, including articles, books and publications, webinars, online learning, videos, ways to connect to experts, and more.

### **High-Quality Instruction and Assessment**

[Assessment: The Bridge between Teaching and Learning](#), from the National Council of Teachers of English (NCTE), is an article by Dylan Wiliam that talks about the importance of formative assessment.

[About Universal Design for Learning](#), from CAST, introduces the Universal Design for Learning (UDL) framework and guidelines designed to help educators improve teaching and learning for all, based on scientific research about how humans learn.

[What Are the Core Competence Areas and Where are they Promoted?](#) outlines and describes CASEL's Social Emotional Learning (SEL) framework, which promotes the development of knowledge, skills, and attitudes across five areas of competence and four key settings.

### **Personalization**

[Center for Collaborative Education: Building for Equity Toolkit](#) gives educators a guide to implementing equity-focused practices in their schools and the tools with which to do so.

[Teaching Tolerance: Learning Plan Builder](#) helps educators develop lessons based on the four domains of the [Social Justice Standards](#).

[Designing Equitable and Culturally Responsive Learning Spaces](#), by Karla Vigil and Emily Abedon, is an article about how educators can explore their own identities in order to connect more authentically with their students and teach in a more culturally responsive way.

### **Flexible Pathways**

[Flexible Pathways to Graduation: Six Vermont High School Students](#), from Students at the Center Hub, is a video created by UP for Learning that features six Vermont high school students talking about the different graduation pathways they used in order to personalize and direct their own learning.

### **Integration and Transfer**

[Early STEM Exposure through Career Focused Project-Based Learning](#), from Defined Learning, describes ways teachers can expose students to STEM concepts and careers starting in the early grades.

[PBL Works](#) is the website for Project-Based Learning and includes an abundance of resources.