Required Parameters for NAGC Curriculum Award

Before a unit will be evaluated the following must be present:

- A goal statement for unit/objective tied to national or state standards and benchmarks.
- Unit to rubric explanation: For each attribute in the rubric, explain how the submitted unit addresses the criteria found in that attribute. This might include highlights of lesson elements that address differentiation, opportunities for talent development, how student growth is measured, etc. For example, Evidence of Use: "The unit was used in two 4th grade, heterogeneous classrooms. Students demonstrated growth through pre/post tests, reflective journals and teacher-student interviews. The results indicated increased knowledge of the content and skills in the area of cultural anthropology." State concepts, principles, methodologies and dispositions in unit explanation.
- **Include a brief narrative to describe how are you addressing the 2019 NAGC pK-12 Gifted Programming Standard- 3.1 Responsiveness to Diversity:**
  - **3.3.1. Educators develop and use curriculum that is responsive and relevant to diversity that connects to students' real-life experiences and communities and includes multiple voices and perspectives.**
  - **3.3.2. Educators encourage students to connect to others' experiences, examine their own perspectives and biases, and develop a critical consciousness.**
  - **3.3.3. Educators use high-quality, appropriately challenging materials that include multiple perspectives.**
- Self-assessment: For each of the criteria included in the rubric, explain how the submitted unit addresses the criteria/attributes. For each section, include a summary of the ways the unit demonstrates the criteria. For example, this might include highlights of lesson elements that address differentiation, opportunities for talent development, how student growth is measured, etc.
- Unit submissions must be self-contained. Everything that is needed for evaluating the unit must be submitted with the unit. Evaluators will not do outside research.
- To be considered for an award, submitted units must include evidence of effectiveness (student growth). This can include copies of student work samples, pre/post assessments, student case study describing individual student growth as result of this unit.
- The unit must demonstrate appropriate challenge for use with gifted students grouped in heterogeneous instructional settings or gifted classrooms.
- Written components of the unit must be complete and substantive. For example: unit must be written to allow outside teachers to implement individual lessons. This would include activities, resources, step by step instructions, teacher questions/talk, and background information for teacher knowledge.

The scoring rubric will only be applied to those units meeting the above criteria. In preparation for submission, please review the rubric to be aware of the required components. Each qualifying unit will be assessed according to the Rubric. Please send any comments to Christine Briggs.

National Association for Gifted Children Curriculum Studies Rubric
for Rating Outstanding Curriculum Material

High scores on each component reflect high-quality.

	1	2	3
Nature of Differentiation	Open-ended activities are included in the unit and allow for students' differing needs.	Open-ended tasks provide student support through one or more of the following adjustments: pacing, depth, breadth, level of abstraction, level of complexity, degree of generalizability, or talent development.	Activities and assignments that accommodate the learning needs of high achieving students are explicitly described. These include adjustments to content, process, product based on student readiness, interest, and learning profile throughout the unit.
Opportunities for Talent Development	The unit includes at least three of the activities listed below.	The unit not only includes at least three of the activities listed below but data from these activities are used to drive future instructional decisions within the unit.	The unit uses more than three of the activities below, uses data from these activities to drive future instruction AND includes student self-reflection on how tasks impacted their learning/perception of self as a learner.
	- Opportunities for "kid watching" and "talent spotting - Opportunities for students to engage in some activities aligned with their individual strengths, preferences, or interests - Opportunities to foster the connection between unit activities and potential career fields, leadership opportunities, or real-world applications - Opportunities to interact with role models, community resources, mentors, or professionals in the field - Opportunities to explore advanced content in that field - Opportunities to acquire the skills, methodologies, and dispositions of the practicing professional in that field - Opportunities to investigate real-world problems and to develop authentic products and services in that field		
Clarity of Objectives	Objectives are stated but require assumptions on the part of the reviewer as to outcome goals.	Objectives are reasonably clear; reader is fairly confident he/she understands what students need to know and be able to do.	Objectives are clearly stated, specific, and unambiguous.
Nature of the Objectives	The objectives are aligned to state and/or national standards. They are concerned with details and factual	Objectives are aligned to state and/or national standards and focus on students' learning and incorporating concepts and skills within a field of study.	Objectives are aligned to state and/or national standards and focus on students' learning and incorporating concepts,

			principles, cognitive skills, methodologies, and dispositions within a field of study.
Evaluation Components	The assessment model is limited to paper and pencil evaluation instruments (i.e., tests, quizzes).	The assessment model includes at least two approaches to evaluation design, such as student portfolios, observational checklists of student behaviors, paper/pencil evaluation, product evaluation, or self/peer evaluation with evaluation data being used to drive future instruction.	The assessment model includes at least three different evaluation measures including, for example, student portfolios, observational checklists of student behaviors, product evaluation, or self or peer evaluation. Assessment data is used to monitor student growth, provide student feedback, allow for student self-reflection, or to differentiate content or instruction.
Learning Activities	Learning activities within the unit support different learning profiles and readiness levels.	Learning activities throughout the unit, allows teachers to utilize student learning preference information in student task assignment decisions.	Learning activities within the unit provide opportunities for student centered, problem based/real world application learning.
Instructional Strategies	The instructional strategies are described and provide opportunities for concept and methodology of a field exploration.	Instructional strategies require students to use concepts & methodology in a product to demonstrate learning.	Instructional strategies require students to apply concepts and methodologies to address a real world problem.
Student Products and Assignments	The author describes a minimum of three different options for student projects or assignments. The majority of these assignments involve convergent thinking, recall, and practice.	The author describes different kinds of student products or assignments that are embedded in the lesson plans. These assignments are open-ended and allow for personal interpretation and/ or accommodate varying levels of expertise.	The author describes different kinds of student products or open-ended assignments, including the development of student driven creative products, or the development of products related to real-world applications or problem solving.
Resources and Level of Student Engagement with the Materials The unit Contains:	Primary and secondary information sources to support student learning are provided.	Students are engaged with print and non-print materials, i.e., books, video tapes, audio tapes, hands-on materials, software, Internet sources.	Students engage with resources that are authentic to the discipline/field of the unit. Students find and use appropriate resources to answer questions and solve problems authentic to the discipline/field of the unit.
Alignment of Curricular Components	The curriculum unit contains a minimum of 5 lessons, each lesson describing the following instructional components: objectives, assessment, introduction, teaching strategies, learning activities, products, resources, differentiation strategies, and talent development activities.	The curriculum unit not only includes all curricular components, stated in #1, but also demonstrates a clear sequence and alignment of these components to support a variety of learners.	The curriculum unit demonstrates all components as stated in level 2 and is clearly sequenced, is aligned to support learners, and provides options for increasing rigor and challenge to meet students' different learning needs.

Evidence of Effectiveness	The unit has been used at least once with students; anecdotal evidence is included – such as teacher impressions of success.	The unit has been used at least once with students; evidence that supports general student growth is provided such as anecdotal evidence, pre/post test data, student self-assessment of growth, and product examples. This information is used to make unit revisions.	The unit has been taught more than once. Developers describe a systematic effort to assess growth and change in gifted education students. This includes a clear plan for documenting student growth/change with work examples provided (actual student products and/or photos of student work). Reflections on effectiveness with students are provided and utilized to drive unit revisions.
Ease of Use by Other Educators	Unit components are explained so teachers could implement it easily within their classroom setting.	Unit components are explicit, well-sequenced and support teachers in differentiating learning within the unit tasks.	Unit components are explicit, well-sequenced and support teachers in differentiating learning within the unit tasks. Reflections on field test results are included as data driven revision suggestions for planning, implementation and use by others.

Total Score: _____/36