


REPRODUCIBLE

Figure 1.7. Curriculum Components Analysis Tool

Read each statement and rate level of agreement with each statement.					
1	2	3	4	5	
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
					Our curriculum documents have a clear rationale that relates the goals of the mathematics to the school or local school system’s mission and vision.
					Our curriculum documents contain a general description for the mathematical competencies—content standards, proficiencies, processes, and practices.
					Our curriculum documents contain specific measurable learning goals that are focused, coherent, aligned to standards, and organized to build across the PreK–12 mathematics sequence.
					Our curriculum documents show an alignment of measurable metrics, progress indicators, and performance measures for each grade level or course to the knowledge, skills, and competencies students need to meet the school/system goals and state or provincial standards.
					Our curriculum contains a core set of instructional tasks and sample lessons designed for a culturally diverse student population—respect and value students’ background, family, culture, linguistics, and lived experiences.
					Our curriculum and its supporting documents support research-informed and equity-based instructional strategies that support all learners.

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 Visit <http://mathedleadership.org/EAResources> to download a free reproducible version of this figure.