Curriculum Evaluation Scoring Guide

| CRITERIA | NON-PERFORMANCE | BASIC | PROFICIENT | DISTINGUISHED |
| --- | --- | --- | --- | --- |
| Explain the importance of ongoing curriculum evaluation, including why it is important and for whom it is important. | Does not explain the importance of ongoing curriculum evaluation, including why it is important and for whom it is important. | Explains the importance of ongoing curriculum evaluation, including why it is important and for whom it is important, but the explanation is incomplete or somehow inadequate. | Explains the importance of ongoing curriculum evaluation, including why it is important and for whom it is important. | Explains the importance of ongoing curriculum evaluation, including why it is important and for whom it is important and provides examples of what can happen when curriculum is not evaluated. |
| List criteria that are important to consider in curriculum evaluation. | Does not list criteria that are important to consider in curriculum evaluation. | Lists criteria to consider in curriculum evaluation, but the criteria are not relevant, important, or measurable. | Lists criteria that are important to consider in curriculum evaluation. | Lists criteria that are important to consider in curriculum evaluation and explains why they are important. |
| Explain how and why pilot testing can be used in curriculum evaluation. | Does not explain how and why pilot testing can be used in curriculum evaluation. | Explains how and why pilot testing can be used in curriculum evaluation, but the explanation is incomplete, inaccurate, or somehow inadequate. | Explains how and why pilot testing can be used in curriculum evaluation. | Explains how and why pilot testing can be used in curriculum evaluation and provides an example of successful pilot testing. |
| Provide examples of both short-term and long-term evaluations for process improvement, and explain why both types are important to curriculum development. | Does not provide examples of both short-term and long-term evaluations for process improvement, and does not explain why both types are important to curriculum development. | Provides an example of either short-term or long-term evaluation for process improvement, but does not provide examples of both, or does not explain why both types are important to curriculum development, or the examples provided are somehow inadequate. | Provides examples of both short-term and long-term evaluations for process improvement, and explain why both types are important to curriculum development. | Provides examples of both short-term and long-term evaluations for process improvement, and explains why both types are important to curriculum development. Suggests a process for implementing both types of evaluation. |
| Describe how to apply evidence-based nursing concepts, theories, and best practices to improve curriculum development. | Does not describe how evidence-based nursing concepts, theories, and best practices can be applied to improve curriculum development. | Describes how evidence-based nursing concepts, theories, and best practices can be applied to improve curriculum development, but the description is incomplete, unclear, or somehow inadequate. | Describes how evidence-based nursing concepts, theories, and best practices can be applied to improve curriculum development. | Describes how evidence-based nursing concepts, theories, and best practices can be applied to improve curriculum development, and provides examples. |
| Identify the appropriate accreditation body for a selected curriculum and describe appropriate accreditation evaluation criteria. | Does not identify the appropriate accreditation body for a selected curriculum or does not describe appropriate accreditation evaluation criteria. | Identifies an accreditation body for a selected curriculum and describes accreditation evaluation criteria, but the accreditation body is not appropriate or the evaluation criteria are incomplete or inadequate. | Identifies the appropriate accreditation body for a selected curriculum and describes appropriate accreditation evaluation criteria. | Identifies the appropriate accreditation body for a selected curriculum and describes appropriate accreditation evaluation criteria. Explains how the results of the evaluation should be applied. |
| Apply academic writing skills to incorporate faculty feedback in the creation of a complete, succinct, professionally flowing curriculum design evaluation. | Does not apply academic writing skills to incorporate faculty feedback in the creation of a complete, succinct, professionally flowing curriculum design evaluation. | Applies academic writing skills to incorporate faculty feedback in the creation of a complete, succinct, professionally flowing curriculum design evaluation, but the feedback is inappropriately applied, or the evaluation has multiple errors or flaws. | Applies academic writing skills to incorporate faculty feedback in the creation of a complete, succinct, professionally flowing curriculum design evaluation. | Applies academic writing skills to incorporate faculty feedback in the creation of a complete, succinct, professionally flowing curriculum design evaluation. Includes appropriate introductory and summary statements. |
| Write effectively using appropriate spelling, grammar, punctuation and mechanics, and APA style and formatting. | Does not write effectively using appropriate spelling, grammar, punctuation and mechanics, and APA style and formatting. | Writes effectively using appropriate spelling, grammar, punctuation and mechanics, and APA style and formatting with multiple errors and lapses. | Writes effectively using appropriate spelling, grammar, punctuation and mechanics, and APA style and formatting. | Writes effectively using appropriate spelling, grammar, punctuation and mechanics, and APA style and formatting. Supports conclusions by citing relevant sources. |