

Curriculum Evaluated: \_\_\_\_\_

Intended Participants: \_\_\_\_\_

Curriculum's Purpose: \_\_\_\_\_

## Curriculum Evaluation Form

Date of Evaluation: \_\_\_\_\_

Overall Score: \_\_\_\_\_

	Weak (Rate: 0-3)	Average (Rate: 4-6)	Proficient (Rate: 7-10)
<p><b>—Whole Person Learning—</b> We desire for our curriculum to challenge each participant to learn &amp; process Scripture in three main domains: intellectually, emotionally &amp; with volition [with our Head, Heart &amp; Hands].</p>	Curriculum makes note of at least one domain, but does little to move the learner from head knowledge - to heart – to hands.  _____	Curriculum notes <i>two</i> domains, but sharply ends. Leaves the learner confused & without posing the questions, “So What? Or What Next?”  _____	Curriculum moves through all <i>three</i> domains, challenging head knowledge, heart recognition & need for implementing into real life experience. Encourages the questions, “So What?” Or “What Next?”  _____
<p><b>—Diverse Methodology—</b> Does our curriculum seek to present more than one method to help increase learning? -Visuals/Charts      -Brainstorming - Types of Questions      -Reading aloud</p>	Little to no diversity in methodology within the curriculum.  _____	Two or more methodologies that engage different learners & seek to increase learning.  _____	A wide variety of methodologies are utilized in this curriculum to seek to increase learning.  _____
<p><b>—Learner Motivation—</b> Our curriculum should seek to engage different types of learners by enhancing motivation through story, illustration, practical helps, historical reference material, etc.</p>	Curriculum offers little to no helps in learner motivation.  _____	Curriculum offers <i>two</i> or more helps in learner motivation.  _____	Curriculum offers a wide variety of helps in learner motivation.  _____
<p><b>—Theological Framework—</b> What we believe &amp; the way Scripture is presented in curriculum matters. Does the curriculum fit within our reformed theological framework? [One continuous covenantal story] Creation/Fall/Redemption/Glory</p>	Curriculum is loose & disjointed. Not in alignment with PCA doctrinal & theological standards. Pulls Scripture from various places with no context or overarching thought to “one continuous covenantal story.”  _____	Curriculum makes reference to reformed doctrine & theology, but presents Scripture with little context or overarching thought to “one continuous covenantal story.”  _____	Theology is reformed in nature & would fall in alignment with main doctrines & theology of the PCA. Expands well “one continuous covenantal story.”  _____
<p><b>—Gospel Application—</b> Does this curriculum promote a Spirit-led &amp; grace motivated obedience to law application or rather a works righteousness &amp; duty-based obedience application?</p>	Curriculum <i>weakly</i> applies material in a grace motivated obedience to law application. Continually informs learner of more to “do” rather than focusing on “being” & our identity in Christ.  _____	Curriculum is <i>moderate</i> in a grace motivated obedience to law application. Does not fully challenge the learner to move toward holiness based on identity in Christ solely, but rather still emphasizes works righteousness & duty-based obedience.  _____	Curriculum applies a very <i>strong</i> gospel-oriented application. Focusing learner on Spirit led & obedience to law out of a response to the grace of the gospel.  _____