



RANDOLPH
TOWNSHIP SCHOOLS

Curriculum Quality Control Single-Point Rubric

Review each unit using the success criteria below.

Curriculum Landing Page	
Course Description	<ul style="list-style-type: none">• Includes the course title and “Introduction” both bolded• Explains how long the course is• Explains what students will experience in the course
Unit Calendar By Year	<ul style="list-style-type: none">• Units are diverse and connect to required content and concepts outside the classroom• Units are logically organized• Units are tied to texts and resources that include global representation in topics, if applicable

Stage 1: Desired Results	
Standards	<ul style="list-style-type: none">• Manageable amount of content standards that can be meaningfully addressed and assessed throughout the unit• Only includes standards that are covered in the unit• Includes at least one interdisciplinary standard, if appropriate• Includes the nine career readiness, life literacies, and key skills practices standards
Transfer	<ul style="list-style-type: none">• Identifies something students will actually do with the skills and knowledge from that unit• Emphasizes the practical use of what students will learn

Enduring Understandings	<ul style="list-style-type: none"> • Articulate what should be understood by the end of the unit, often connecting to multiple content areas • Broad and overarching statement(s) • Touch on course concepts, principles, theories, and processes tied to the content • Transfer beyond this content area and/or course and grade level
Essential Questions	<ul style="list-style-type: none"> • Engaging and thought-provoking • Guide student inquiry and learning, taps into student curiosity • Identifies cross-curricular understandings • Taps into students' funds of knowledge and assets • Have no single right or wrong answer
Knowledge	<ul style="list-style-type: none"> • Answers the question of what students will know • Noun-driven statements of concepts or facts • Aligns to the standards of the unit • Identify academic language as well as subject-specific concepts
Skills	<ul style="list-style-type: none"> • Explains what students will be able to do in the unit • Verb-driven statements of what students will do • Aligns with knowledge statement(s)

Stage 2: Evidence	
Assessment: Formative/Summative/Bnchmrk/Alternate	<ul style="list-style-type: none"> • Are aligned to standards covered in that unit • Provides a method for evaluating student learning • Ensures students retain knowledge and can also apply what they have learned • Are a variety of ways students can demonstrate understanding

Stage 3: Learning Plan

Key Terms	<ul style="list-style-type: none">• Includes content-specific and/or in-text vocabulary• Includes academic language• Written in paragraph form with commas separating each term
Key Learning Events and Instruction	<ul style="list-style-type: none">• Begin with a verb• Support and are aligned with assessments and standards• Facilitates student learning• Provide a number of different learning activities for the unit designed to enhance learning
Accommodations and Modifications	<ul style="list-style-type: none">• Includes 4-5 accommodations and/or modifications for each area• Can be identical for each unit
NJ Mandates	<ul style="list-style-type: none">• Appropriate mandates are selected• 21st Century Skills and Themes is checked off
Core and Supplemental Unit Resources	<ul style="list-style-type: none">• Lists required and/or suggested texts and other material used in the course• Software and/or apps listed appear on the district's digital tool approval list