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| C:\Users\Deb\Documents\Deb's Documents\FinEd Reviews\Logos and Workmark\FinEd Reviews website logo Trademarked.png  **SCEFL Quality Curriculum Rubric** |
| **Basic Resource Information** | |
| Program Name: | |
| Major Topic:  If other, | |
| Name of Source Provider (from SCEFL List): | |
| Briefly, what do you know about the Source Provider? Are they a private financial institution? A non-profit educational organization? An independent developer or entrepreneur? A part of the federal, state, or municipal government? A foundation in the financial industry that supports literacy? | |
| Program Medium: | |
| Source Website for Resource and/or Resource Information: | |
| Source Address (if not online): | |
| Were P/K-12 teachers (or professors/adult financial education trainers) involved in the creation of this lesson or program?  Yes  No  Information is not available | |
| In the materials provided with the lesson/program, is there other relevant information given to a teacher considering adopting the lesson/program? Is there enough information for a teacher or supervisor to gauge the quality of the lesson/program developer? | |
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| **Resource Details** | |
| Are you rating an individual lesson, an entire program/curriculum with multiple lessons, or a game/simulation? | |
| Primary Grade Level/Age or Population:  Is there another Grade Level/Age or Population served by the lesson or program? | |
| What language(s) options are available for this lesson or program? | |
| What are the specific topics covered? | |
| What media, equipment, or materials are needed? | |
| What is the class time needed to complete the lesson or entire program, not counting extra or optional assignments? | |
| Rate the ease of use for students to work through the lesson(s) guided by the teacher. | (Very Cumbersome)1 2 3 4 5 (Very Easy) |
| Rate the ease of preparation for teacher. | (Very Cumbersome)1 2 3 4 5 (Very Easy) |
| Thinking about your specific content or curricular requirement objective(s), can the lesson/program be a stand-alone to meet them?  Yes  No | |
| Thinking about your specific content or curricular requirement objective(s), is the lesson/program best used as a supplement? Explain. | |
| Settings where product or lesson can be used: | |
| Price: Free  Fee-based  If fee-based, is price information provided, per user fee for school or home use? (Note: It is understood that there can be a sliding fee scale depending on size of population using the product): | |
| Does a corporate or private business logo or brand appear anywhere on the program?  Yes  No | |

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| **Analysis and Evaluation of the Lesson(s)** | | |
| Are goals and objectives listed and clearly stated? | | Yes  No |
| What are the stated goals and objectives? | | |
| Does the program/lesson integrate project-based learning activities? | | Yes  No |
| Are topics presented in a logical, sequenced order that builds learning? | | Yes  No |
| Does the program/lesson use differentiated instruction (a variety of learning methods for students to learn content and skills)? | | Yes  No |
| Does the program/lesson contain information that is current? | | Yes  No |
| Does the program/lesson suggest optional add-on activities? | | |
| N/A  Yes, Please explain... | | |
| Could the lesson/program be used in special education classrooms or be easily modified by a teacher for special education classrooms?  No  Yes, Please explain... | | |
| If you are reviewing a full program, does the package have an evaluation component such as a pre-test and post-test? | | |
| Pre-test Assessment Type: | Post-test Assessment Type: | |
| Is there an alternative assessment tool for student learning outcomes (quizzes, homework, etc.)? Please elaborate. | | |
| No  Yes, Please elaborate… | | |
| If technology and/or media are used, is it pedagogically effective, or merely a showy gimmick? | | |
| What are the greatest lesson/program strengths? | | |
| What are the greatest lesson/program weaknesses? | | |
| If you already use this, what do your students/trainees think about this lesson/program? | | |
| Is the lesson/program/product a good value for its price? | | |
| Other comments or thoughts about this resource other teachers should know before considering using this lesson/program? | | |

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| **Overall Information** | | | |
| Overall Rating (See the attached Overall Rating Criteria Rubric below to determine rating) | | | |
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| Date of review or rating (M/D/Y): | | | |

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| **Reviewer Information** |
| Reviewer Name: |
| Reviewer Title: |
| If Educator, grades/population you teach: |
| U.S. state(s) where you primarily teach: |
| Reviewer’s Organization: |
| Reviewer’s E-mail (if you wish to provide it): |
| Reviewer’s Primary Credentials:  If other, |
| Optional Final Comments: |
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**Overall Rating Criteria Rubric**

To decide on an overall rating (grade) to complete the SCEFL Quality Curriculum Rubric, use the following chart as a guide. Reserve the top, 4-Apple rating, for financial literacy lessons and programs that are truly exceptional, that is, among the best teaching tools you have used or would use.

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|  | **Weight** | apple_clipart  **(Poor)** | apple_clipartapple_clipart  **(Fair)** | apple_clipartapple_clipartapple_clipart  **(Good)** | apple_clipartapple_clipartapple_clipartapple_clipart  **(Exceptional)** |
| **Basic Information:**  Program source authority, development, objectivity, etc. | 20% | Obvious commercial branding, unknown or not a credible source/developer | Branding, but not on every page; unknown lesson/program developer | Objective; contains info on developers or reviewers | Objective; contains info on developers or reviewers, and includes teachers in the development process |
| **Lesson or Program Details:**  Age-appropriateness, ease of use, good value for the price, etc. | 20% | Not at the right level for my learners; too expensive | Seems to be age-appropriate, but more difficult for teachers to learn and learners to use; would consider only as a free resource | Good for class use or home, independent use; good value, too | Easy to use; effective use of class time; superior value for the cost |
| **Analysis and Evaluation of the Lesson(s):**  Clear goals and objectives, project-based learning, appropriate activities, assessment, etc. | 50% | Unclear goals; little-to-no interactive learning; no assessment tool | Most of the learning is one-sided, with students listening to an online program with few applications; no assessment tool | Some excellent activities and projects that keep my students interested; some assessment method(s) provided | Promotes learning; logical; includes “hands on” activities to promote learning; includes pre- and post-assessment tool and/or other methods |
| **Other:**  Examples of teacher-provided comments | 10% | I would not use this again or adopt it after previewing | I do not recommend this; the resource was sufficient, but did not appeal to the audience; great amount of effort needed to make resource effective | I recommend this and it can be used stand-alone to meet my learning objectives; also serves as a good supplement resource | One of the best; my student learners and I love it, have fun with it, and learn much in the process |
| **OVERALL RATING:**  Choose number of apples based on rating components and weights | **100%** | **apple_clipart**  **(Poor)** | **apple_clipartapple_clipart**  **(Fair)** | **apple_clipartapple_clipartapple_clipart**  **(Good)** | **apple_clipartapple_clipartapple_clipartapple_clipart**  **(Exceptional)** |