Wilson's Curriculum Preliminary Rating Scale ©Leslie Owen Wilson	Yes	No	Somewhat
SECTION I - FORMAT			
1. TITLE PAGE - includes the following elements: A. Title of the guide B. Name and address of the school system or agency that is responsible for the development of the guide. C. Authors (Helpful in the event clarification or revisions are needed.) D. Grade Level(s)E. Subject Area(s) F. Date of Publication			

2. PREFACE - introductory portion, or foreword includes the following:
 	
A. Brief statement as to what needs the guide fulfills - a needs statement.
 	
B. A brief statement that tells why or how the guide was designed - a mission statement.
 	
C. Statements about the intended audience -- for whom was the guide designed.
 	
D. Acknowledgments -- mentions the individuals that planned and prepared the guide. (Backgrounds are often useful in placing documents in contexts.)
 	
E. Organization aids
 	
    1). Table of Contents.
 	
    2). References or Bibliography.
 	
    3). Glossary.
 	
    4). Appendix.
 	
    5). Index
 	
    6). Resources for the user
 	
    7). Tabs or color coded sections
	Yes	**No**	**Somewhat**

5. INTRODUCTION - specifies how to use the guide.	**Yes**	**No**	**Somewhat**
6. PHILOSOPHY – clear statement or statements of the philosophy or beliefs behind the guide	**Yes**	**No**	**Somewhat**
7. INSTRUCTIONAL DESIGN – Folks often use the terms aims, goals and objectives interchangeably. This can be confusing as they are not or should not be interchangeable in a formal curriculum document. Going from broad to narrow remember the acronym AGO.)	**Yes**	**No**	**Somewhat**

A. Aims (broad statements of instructions directions).			
B. Goals (subsets of the aims).			
C. Objectives (subsets of the goals).			
(The elements above might be called different things, but they should be in converging order.)			
1). Written in behavioral terms.			
2). Written as problem solving objectives.			
3). Written as expressive activities. (Exploratory activities that trigger learning events.)			
4). Written differently than behaviorally.			
5). Combinations of the above.			
(*2 & 3 are terms you may not be familiar with. You may wish to just check that they are written differently or check my website http://thesecondprinciple.com/instructional-design/beyond-behavioral-objectives/ for related pages.)			
D. Were instructional objectives:			
Specific__ General__ A Combination__			
E. Objectives were a general reflection of the general directions of the aims and goals.			
F. There are suggested evaluation procedures.			
G. Space was allotted for comments and the personalization of materials.			
SECTION 2 - DESIGN:	**Yes**	**No**	**Somewhat**
A. Relates philosophy, objectives and suggested content, one to the other.			
B. Follows a consistent organization and structure.			
C. Provides suggestions and directions, but not prescriptions.			
D. Relates guide to other guides or resources in the field.			
F. Relates guide to other guides or materials within the system or district.			
G. Document is well written.			
H. Document is easily understandable.			
I. Layout is user friendly.			
J. Provides materials that can be reproduced			
K. Differentiates directions for teacher and students.			

L Differentiates objectives into *must, need, and nice to knows*, or as *introduced, developed, and mastered*, or makes provisions for horizontal enrichment or vertical acceleration. M. Includes lists and locations of supplementary instructional materials. N. Suggests resources from school and/or community. O. Encourages continuous revision by using looseleaf format or digital format.			

SECTION 3 - CONTENT, MATERIALS, AND PROCEDURES
 	
A. Time allotments are specified for each unit.
 	
B. Lists of general aims, goals and/or objectives for more than one grade level were provided.
 	
C. There are methods of differentiated instruction.
 	
    1). Cognitive __Lower order thinking skills__(remembering, comprehending, applying) Higher order thinking skills__(analyzing, evaluating, creating)
 	
    2). Affective __
 	
    3). Tactile, kinesthetic, physical activities __
 	
    4). Learning styles __
 	
    5). Modalities (visual, auditory, kinesthetic/tactile) __
 	
    6). Creative activities__
 	
    7). Multicultural activities __
 	
D. Includes outlines for:
 	
    1). Content __
 	
    2). Processes__
 	
E. There is a direct and obvious relationship to the general aims and goals and the philosophy of the document.
 	
F. Suggests a variety of materials.
 	
G. Suggests a variety of supplemental or enrichment materials.
 	
H. Gives lists of resources and reference material.
	Yes	**No**	**Somewhat**

I. Suggests varied teaching models or instructional methods for achieving the goals. J. Offers prototypes or a series of activities that achieve objectives. K. Gives teachers appropriate background material to carry out objectives. L. Allows for professional freedom in creating plans or alternative plans for reaching the stated objectives. M. Includes suggestions or methods of evaluation.			
My overall general impressions of this document(s) was: Annotate reasons for liking or disliking the document here.	**Usable, or needs major improvements**		

 **Please note it would be very unusual to find all of the elements listed above to be in one document. In order for a curriculum guide to be used, it must be usable by both veteran and novice teachers, and be in a format that can be easily updated and changed and yet allows for personalization by users.