

A-G Course Evaluation Guidelines

The “a-g” course evaluation guidelines are to serve as a general guide as you prepare your course for “a-g” review. The sections below provide additional explanation on the type and depth of content information expected to be included in specific sections of the new course submission form. In addition to the general explanation of your course described below, you will also be required to include content information pertinent to your course’s respective [subject area course requirements](#).

1. Brief Course Description

CRITERIA	EXPLANATION
1.1. Provides a brief description of the course’s content.	1.1. A short paragraph summarizing what the course is about and describes what is covered in the course, focusing primarily on the major concepts and topics. Content for this section may be drawn from the course outline. Providing only a simple list of topics is not appropriate.
1.2. Does not focus on instructional strategies, assessments and course objectives.	1.2. Should not be repetitive or identical to other sections. Instructional strategies, assessments tools and learning objectives are not appropriate for this section. These should be saved for their respective sections.

2. Textbooks/Supplemental Instructional Materials

CRITERIA	EXPLANATION
2.1. Includes a list of core textbooks.	2.1. A list of core textbooks and literature including the edition, publication date, publisher, author(s), and if and when each text is read entirely or as an excerpt. This should include all books the students will be reading.
2.2. Includes a list of key supplemental instructional materials.	2.2. A list of key supplemental instructional materials, including if read in entirety or as an excerpt, as appropriate. Examples of supplemental materials include: articles, websites, videos, technology/multimedia, supplemental readings and literature. A URL webpage title is provided for all online material. Should not include resource websites used by the instructor or reference websites provided to the students.
2.3. Provides evidence that each textbook and supplemental material clearly supports the curriculum.	2.3. Clear evidence of when, how and why each text and supplemental material is used. This may be included in this section or integrated into the course outline, key assignments and/or instructional strategies.
2.4. All text and material are grade- and content-appropriate.	2.4. Verify with publishers and other outside sources if the listed textbooks and supplemental materials are appropriate for the curriculum and rigor of the content.

3. Course Purpose

CRITERIA	EXPLANATION
3.1. Explains the course-wide learning objectives and student outcomes.	3.1. A brief paragraph summarizing the learning goals, objectives and student outcomes of the course. Should be a description of the course's "big ideas," addressing both the concepts learned and skills developed, and clearly demonstrates why it is important for students to take the course. It is apparent that concepts and skills are applied to, and build on, one another.
3.2. Does not focus on how the course goals will be met.	3.2. Should not be repetitive or identical to other sections. Explaining how the course's objectives and learning outcomes will be met is not appropriate for this section. This should be saved for respective sections.
3.3. Not a reiteration of state standards or textbook objectives.	3.3. The expected outcomes should be specific to the curriculum and not a list of generic standards outcomes. This section should not appear as a check-list of objectives.

4. Course Outline

CRITERIA	EXPLANATION
4.1. Illustrates the concepts, topics and skills taught and the depth and breadth of each.	4.1. Clearly defines and outlines the core knowledge and skills the students will be learning. Provides a detailed description of the major themes, topics, sub-topics, concepts and essential skills covered in the course, including, and linking to, the goals and outcomes of each unit. Depth and breadth of each concept and topic is defined and provides clear evidence of the level of rigor of the course. A list or simple outline of topics or standards is not appropriate.
4.2. Demonstrates the flow of content and the progression of student learning.	4.2. Describes the sequence and connections of concepts and skills representing the continuum of student learning within each unit and over the entire course. Provides an illustration of how a concept or skill builds on a previous concept and/or skill.
4.3. Incorporates texts and supplemental instructional materials.	4.3. All text and supplemental materials are included. Texts and materials are not simply listed for each unit, but incorporated into the unit's description of concepts and topics. Explains how and why the text and/or material are used to support the delivery of the curriculum and enhance student understanding.

5. Key Assignments

CRITERIA	EXPLANATION
5.1. Provides a detailed description of each key	5.1. Describes all key assignments students are required to complete, including a

assignment.

- 5.2. Provides a detailed description of each writing assignment, if applicable.
- 5.3. Provides a detailed description of each laboratory activity, if applicable.
- 5.4. Connects to the unit's topics and goals.
- 5.5. Demonstrates the progression of content, skills and student understanding.

description of reoccurring homework and classroom assignments, if applicable. The description for each assignment includes its process, product and outcome. Exams, quizzes and other formal assessments, including instructions provided to the students, should not be included in this section.

- 5.2. Description of writing assignments includes the topic, length, nature and intent of the essay.
- 5.3. Explanation of each laboratory activities includes a brief description of the process, purpose of the lab and expected results/outcome(s) from completing the experience. Each description should be about 3-5 sentences in length and demonstrates how the labs involve inquiry, observation, analysis and write-up.
- 5.4. All assignments clearly link to and address its corresponding unit's concepts and outcomes. Explains how the assignment supports student learning and the objectives of the unit. Ties the content covered in the course outline to the assignment and incorporates any supplemental materials used in conjunction to completing the assignment.
- 5.5. Illustrates how the assignment demonstrates the student's proficiency and understanding of a concept or topic. Included in each assignment description are the skills and habits of mind acquired and used. All assignments should be engaging and rigorous and increase in complexity. A variety of projects and activities should be assigned to accommodate diverse learning styles and the development of different skills.

6. Instructional Methods and/or Strategies

CRITERIA	EXPLANATION
6.1. Provides the types of instructional methods and/or strategies.	6.1. A list or paragraph naming the types of instructional methods and/or strategies applied throughout the course. Examples of instructional strategies include: direct instruction/lecture, projects, speakers, reading assignments, research, class discussions and group work. A variety of methods and strategies should be used to accommodate diverse learning styles and the development of different skills.
6.2. Indicates how each methods and/or strategy supports the delivery of the curriculum and the learning objectives.	6.2. Explains how each instructional method and/or strategy supports the delivery of the content and achieving student outcomes. Describe how each method and strategy motivates, challenges, assists and/or reinforces student learning and encourages the development of skills. When appropriate, specifies how the method and/or strategy supports or supplements the instructional materials. All instructional methods should be specific and appropriate to the type, rigor and content of the course.

6.3. Explains when (and why) each method and/or strategy is used.

6.3. Indicates when each instructional method and/or strategy is used and why it is appropriate during that time. Examples can be drawn from the supplemental materials, course outline, key assignments and/or assessments.

7. Assessment Methods and/or Tools

CRITERIA	EXPLANATION
7.1. Provides the types of assessment methods and/or tools.	7.1. A list or paragraph naming the types of methods and/or tools used to assess the students. Examples of assessment methods include: tests, projects, labs, summative/cumulative, homework assignments and essays. A variety of methods and tools should be used to accommodate diverse learning styles and the development of different skills.
7.2. Explains the intent and significance of each assessment method.	7.2. Elaborates on why each assessment method and/or tool is appropriate and important in supporting the course's content and learning outcomes. Describes how each method and/or tool reinforces the development and use of essential skills. Indicates how each method and/or tool connects to and assesses the course-wide objectives, expected results and goals outlined in the course purpose. All assessment methods should be specific and appropriate to the type, rigor and content of the course.
7.3. Provides evidence of when each method and/or tool is used.	7.3. Briefly identifies when each assessment method and/or tool is used. Examples can be drawn from the course outline, key assignments and/or instructional strategies.