Appendix A
Curriculum Material Evaluation Tool (v4)

Your name:
Material set analyzed:
Date of analysis:
This tool begins and ends with your overall impressions of the material set. In between, it prompts you to assess along four dimensions—*inquiry approach*, *critical orientation*, *teacher agency*, and *digital affordances*—which can be completed in any order.

Part 1: Initial Impressions

1. What do you find interesting about this material set? What stands out to you as unique, praiseworthy, or problematic? *(Answer here or through margin notes on the material set)*

Part II: Inquiry Approach

These questions refer to the *kinds of student activity* that the material set promotes.

2. What is this material set mainly about (e.g., topics or eras)? What forms of inquiry does it emphasize (e.g., ingest information, interpret documents, cast moral judgments, etc.)? *(Justify your answer)*

3. Given your answer to #2, what underlying assumptions (about history, power, education, etc.) appear to drive this material set? What is presented as given, and what is opened up to interrogate?

4. Rate the material set on the following criteria:

	No evidence 0	Some evidence 1	Substantial evidence 2
4a. Open-endedness: Centers compelling questions that have no obvious right answer (e.g., "should" or "why" questions).			
4b. Student Agency: Positions students as decision-makers and authors of ideas, throughout all phases of inquiry.			
4c. Corroboration: Promotes comparison across multiple and disparate viewpoints on the events or issues examined.			
4d. Sourcing: Promotes consideration of the author's knowledge, bias, identity, intended audience, or purpose when interpreting sources or perspectives.			
4e. Contextualization: Promotes viewing events within their specific context (e.g., temporal, geographic, cultural).			
4f. Substantive Conversation: Promotes extended, substantive conversation among students over subject matter.			
4g. Sustained Inquiry: Promotes sustained (multiday) exploration of essential concepts, patterns, or trends (e.g., progress, colonialism).			

Comments on your ratings:

Part III: Critical Orientation

These questions refer to both the *substantive content* of the material set, and to the *kinds of student activity* it promotes.

5. In this material set, who is at the center of the story (and who is at the periphery or missing)? Whose worldviews are being substantiated? *(Justify your answer)*

6. For whom does this material set appear to be designed? (Consider, e.g., race, gender, ability, etc.) What assumptions are made about who the students and teacher are? *(Justify your answer)*

7. Rate the material set on the following criteria:

	No evidence 0	Some evidence 1	Substantial evidence 2
7a. Relevance: Inquiry is sparked by students' genuine interests, uncertainties, or experiences, or by issues relevant to our world.			
7b. Culturally Sustaining Pedagogy (CSP): Centers and sustains the lifeways, stories, and traditions of communities often depicted at the margin or ignored.			
7c. Depictions: Presents people and events in an accurate, non-essentialized manner, avoiding stereotypes, exoticism, etc.			
7d. Agency: Depicts diverse groups as having agency (e.g., deciding, inventing, producing, resisting, etc.).			
7e. Critical Analysis: Promotes use of critical lenses (e.g., feminism, CRT) to analyze systems of oppression (not just individual acts).			
7f. Social Action: Encourages students to act on their conclusions beyond the classroom (e.g., advocacy, organizing).			

Comments on your ratings:

Part IV: Teacher Agency and Pedagogical Supports
These questions refer to the *pedagogical supports* that the material set provides for teachers.

8. How are teachers positioned in this material set (e.g., as automatons, as decision-makers, as learners)? What instructional and planning decisions are prescribed and what is left open? What pedagogical supports are provided (and what is *not* provided)? *(Justify your answer)*

9. Rate the material set on the following criteria:

	No evidence 0	Some evidence 1	Substantial evidence 2
9a. Transparency of Design: Explains and justifies key design features and how to enact them (e.g., through call-out boxes).			
9b. Preconceptions: Describes potential student preconceptions (or misconceptions) and how they might be addressed.			
9c. Adaptability to Local Context: Supports teachers' decision-making to fit varied contexts and professional needs (as opposed to prescribing what is to be done).			
9d. Accessibility (Universal Design): Allows students multiple means of engagement, representation, action, and expression.			
9e. Differentiated Instruction: Specifies supports and extensions for English language learners, struggling readers, gifted students, or other students with specific learning needs.			
9f. Support for CSP: Supports teachers in developing culturally sustaining pedagogy (e.g., suggestions for facilitating discussions on sensitive topics, considering student demographics & identities).			
9g. Assessments: Includes formative and summative assessments, along with advice for scoring or providing feedback (e.g., rubrics).			

Comments on your ratings:

Part V: Digital Affordances
These questions refer to the *digital features* of the material set and hosting website.

10. In what ways does the material set capitalize on the digital format?

11. Rate the material set on the following criteria:

	No evidence 0	Some evidence 1	Substantial evidence 2
11a. Layout and Navigability: Website or material set is clearly laid out and easy for educators to navigate.			
11b. Search Functionality: Provides keyword or other search functions that allow users to easily locate desired content.			
11c. Student Friendliness: Portions intended for student use fit that purpose well (e.g., visually appealing, not overwhelming, minimal distractions).			
11d. Digital Information Sources: Includes multimedia, wikis, webpages, or other information sources not generally available in print.			
11e. Digital Collaboration: Provides a digital means for students to collaborate and/or build communal knowledge (e.g., threaded discussion, class wiki, Google docs).			
11f. Digital Scaffolding: Supports student thinking via digital scaffolds (e.g., templates, sentence starters, modeling, tutoring).			

Comments on your ratings:

Part VI: Final Thoughts

12. Have you used this material set? What for? What parts of it did you use? How did it work? (If you haven't used it, would you? Why or why not? What would you use it for?)

13. How might you fit this material set to your goals and context (e.g., what might you change)?

14. Anything else about the material set not yet addressed?