**Checklist for Assessing a Program ABE/ESOL Scope and Sequence**

The following list of criteria is taken from <http://www.doe.mass.edu/acls/frameworks/components.html>

**General Expectations**:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Yes | In  Progress | Not Yet | Practices/Examples | Comments/Next Steps |
| 1. Does your program have **One Unified Program-wide Curricular Scope and sequence for each service type** (e.g., ABE or ESOL?) |  |  |  |  |  |
| 1. Does your scope and sequence include an explanation of the **purpose or intention**? |  |  |  |  |  |
| 1. Is it written in a form that is **accessible** to all teachers, especially newly hired teachers? |  |  |  |  |  |
| 1. …**Used by all** teaching staff? |  |  |  |  |  |
| 1. …**Reviewed** by staff on a regular (at least annual) basis? |  |  |  |  |  |
| 1. …Reflective of **a shared understanding** among teachers and guides their instruction? |  |  |  |  |  |

**Does your Program’s Curricular Scope and Sequence…**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Yes | In Progress | Not Yet | Practices/Examples | Comments/Next Steps |
| 1. Describe the **expectations and breadth** of what is to be covered in a given content area for the year? |  |  |  |  |  |

**Does your Program’s Curricular Scope and Sequence, continued…**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Yes | In Process | Not Yet | Practices/Examples | Comments/Next Steps |
| 1. Describe the **overall instructional goals** including content, skills, and knowledge needed? For ESOL, does it describe both language skills and content? |  |  |  |  |  |
| 1. **Introduce and order** the content / skills to students in a **logical, meaningful** manner? |  |  |  |  |  |
| 1. Incorporate **student goals?** |  |  |  |  |  |
| 1. **Align class levels** so there are clear transitions from one class level to another, and use the **ESOL Standards and Benchmarks** and/or the **CCRSAE Standards** as part of this alignment? |  |  |  |  |  |
| 1. Indicate **criteria for assessing** how students and teachers know when students have mastered the content / skills and are ready to advance to the next level? |  |  |  |  |  |
| 1. Include **time frames** for what is covered and when (e.g., weeks, days, hours, semester, tri-semester, year)? |  |  |  |  |  |
| 1. Reflect the **progression** of content / skills over the class levels with some **reinforcing overlap to support the increasing complexity?** |  |  |  |  |  |
| 1. Show how the knowledge / concepts / skills are developed across the course of a period of time **within one class level?** |  |  |  |  |  |

**Does your Program’s Curricular Scope and Sequence, continued…**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Yes | In Process | Not Yet | Practices/Examples | Comments/Next Steps |
| 1. Reflect the **rigor** of the CCRSAE Standards? |  |  |  |  |  |
| 1. For ABE: Incorporate the CCRSAE **Anchor Standards for ELA**, **Math Content Standards**, and **Standards for Mathematical Practice?** |  |  |  |  |  |
| 1. For ABE: Align to the **CCR** **Level Specific Standards** for ELA and Math?   *Note: Programs are strongly encouraged to write out the standards and not just use the notation of the standard.* |  |  |  |  |  |
| 1. For ESOL: Align to the MA Curriculum Framework **Standards and Benchmarks for ESOL?** |  |  |  |  |  |
| 1. For ESOL: Integrate the **CCRSAE Standards** to support students’ next steps towards college and career readiness? |  |  |  |  |  |
| 1. Integrate **technology and digital literacy?** |  |  |  |  |  |
| 1. Contextualize with content-specific **themes /topics of interest or need** to students? |  |  |  |  |  |
| 1. Develop general **academic habits / skills** to prepare students for college and career readiness and success (e.g., embracing challenges, persist in the face of setbacks, view effort as the path to proficiency, learn from constructive criticism)? |  |  |  |  |  |