

PHILIPPINE SCIENCE HIGH SCHOOL SYSTEM  
 CAMPUS: \_\_\_\_\_

CURRICULUM FEEDBACK FORM

SUBJECT: \_\_\_\_\_ SUBJECT TEACHER: \_\_\_\_\_

- Task:
1. Evaluate per quarter the Curriculum Map using the tool below.
  2. The Curriculum Map will be evaluated based on these criteria:
    - a. Clear, specific, measurable learning competencies/objectives
    - b. Assessment system
    - c. Pre-requisite knowledge, skills and attitudes
    - d. Instructional tools and resources
    - e. Instructional approaches for classroom use
  3. Put check mark (✓) on each item if demonstrated.

EVALUATION OF CURRICULUM GUIDE:

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<b>Clarity and Specificity of Objectives</b>				
No goals/objectives present				
Vague delineation of goals/learner outcomes				
States tasks to be performed or skills be learned				
States for each objective the what, when (sequence within course/grade), how actual standard is performed, and amount of time to be spent learning				
<b>Congruity of the Curriculum to the Assessment Process</b>				
No assessment approach				
Some approach of assessment stated				
States skills, knowledge, concepts which will be assessed				
Each objective is keyed to district and/or state performance assessments				
<b>Delineation of the Prerequisite Essential Skills, Knowledge, and Attitudes</b>				
No mention of required skill				
States prior general experiences needed				

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States prior general experience needed in specified grade level				
States specific documented prerequisite or description of discrete skills/concepts required prior to this learning (may be a scope and sequence across grades/courses if PreK-12)				
<b>Delineation of the Major Instructional Tools</b>				
No mention of textbook or instructional tools/resources				
Names the basic text/instructional resource(s)				
Names the basic text/instructional resource(s) and supplementary materials to be used				
States for each objective the "match" between the basic text/instructional resource(s) and the curriculum objective				
<b>Clear Approaches for Classroom Use</b>				
No approaches cited for classroom use				
Overall, vague statement on approaching subject				
Provides general suggestions on approaches				
Provides specific examples on how to approach key concepts/skills in the classroom				
<b>Date Accomplished</b>				

Reviewed by:

\_\_\_\_\_  
Subject Teacher

Adapted from B. McNutty (2013). Curriculum and assessment guidelines and procedures. Missouri Department of Elementary and Secondary Education.

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Curriculum Map (Operational Map)

Subject: \_\_\_\_\_ Quarter: \_\_\_\_\_ Grade Level: \_\_\_\_\_ Teacher: \_\_\_\_\_

Topics	Intended Instructional Time (min)	Student Learning Outcomes (Desired Learning Competencies)	Level of Thinking Skill*	Assessment Task**	Actual Assessment Task	Instructional Activity**	General Capabilities Addressed***	Actual Time Spent

\*Level of thinking skills: K (knowing), C (comprehending), A (applying), An (analyzing), S (synthesizing), Cr (creating)  
 \*\* Must be briefly described, with focus on how students are supposed to achieve the learning outcomes through the assessment and instructional tasks given  
 \*\*\*General learning capabilities: literacy (L), numeracy (N), ICT capability (IC), critical & creative thinking (CC), personal & social capability (PS), ethical understanding (EU), global perspective (GP), scientific literacy (SL)