

# Youth financial education curriculum review

report and tool

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## Tool

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# 1. Executive summary

The goal of financial education is to help people acquire knowledge and skills that support informed financial decision-making and lead to overall financial well-being. Thus many in the education community are recognizing the importance of teaching financial education to youth by requiring personal finance instruction in K-12 education. While this is a promising development, it presents new challenges for educators, including the challenge of selecting curriculum from a wide range of providers with few guidelines to help them choose the most promising or appropriate financial education curricula. The Consumer Financial Protection Bureau (CFPB) is pleased to offer this Youth Financial Education Curriculum Review Tool (Curriculum Review Tool) as a resource for those who make decisions about educating today's students. The tool is developed based on a review of the relevant literature, careful consideration of best practices, and real-world feedback from educators as well as financial education experts.

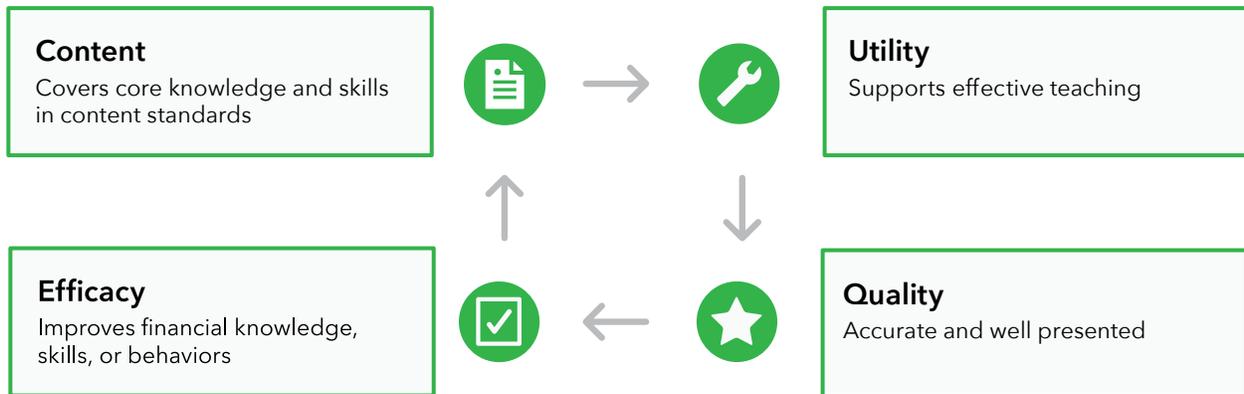
This resource can help subject-matter experts such as curriculum developers and practitioners such as teachers and education leaders to review financial education materials and determine which curriculum best suits their students. It identifies relevant evaluation criteria and offers parameters for reviewing materials so direct comparisons can be made. In addition, this resource can support curriculum developers who are creating or revising tomorrow's financial education curricula by helping them identify strengths and areas for further development.

Researchers may find that this resource provides direction for those who seek to evaluate the efficacy of a financial education curriculum by identifying areas where more rigorous research is needed. In the Curriculum Review Tool, evaluation criteria are listed as **essential** or **beneficial**. The **essential** criteria are included because there is strong evidence that they have a positive impact on student learning. The **beneficial** criteria reflect areas that hold promise but may be more relevant and useful for some reviewers. In addition, the beneficial criteria offer areas that are ripe for additional financial education research.

## Four dimensions of youth financial education curricula

There are four dimensions to consider in financial education curricula: content, utility, quality, and efficacy (Figure 1).

**FIGURE 1: FOUR DIMENSIONS OF YOUTH FINANCIAL EDUCATION CURRICULA**



For each of these four dimensions, the Curriculum Review Tool provides detailed measures and questions for reviewers to use in evaluating financial education materials. For example, in the Quality dimension, under the objectivity criteria, questions explore whether funders and authors are clearly identified and whether the materials promote a particular branded product.

At the end of each section, decision rules help reviewers develop summary statements about each criterion and, ultimately, about the content, utility, quality, and efficacy of the curriculum. The Curriculum Review Tool can help educators select a curriculum that is consistent with current leading practices from the financial education and other related fields.

We offer this resource to educators who are seeking curricula that are accurate, unbiased, demonstrably effective, and designed to help students develop a range of financial knowledge, skills, and capabilities.

# 1.1 About the Curriculum Review Tool

The Curriculum Review Tool addresses four dimensions that are relevant to financial education curricula: content, utility, quality, and efficacy (Table 1).

For each of the four dimensions, the Curriculum Review Tool offers criteria to use when selecting financial education materials. For example, the criteria for quality include:

- Up-to-date and error-free
- Visually designed to support learning
- Objective
- Available in print and online

The Curriculum Review Tool includes additional yes-or-no questions to further evaluate the materials. Under the objectivity criteria, for example, questions ask whether the materials promote a particular brand product.

**TABLE 1: STRUCTURE AND DEFINITION OF KEY TERMS**

Structure of the Curriculum Review Tool	
Dimensions	<b>Content:</b> Knowledge and skills covered by the curriculum, and how well they align with national standards <b>Utility:</b> Guidance for using curriculum <b>Quality:</b> Accuracy and presentation of materials <b>Efficacy:</b> Impact of the curriculum on students
Criteria	Conceptually important features or content areas of the curriculum
Indicators	Concrete, detailed specifications for each criteria
Questions/ components	Operational rules to help reviewers determine whether the curriculum meets each indicator. Some are essential and some are beneficial.

To ensure the curriculum’s content addresses grade-level appropriate topics, the content section is tailored by grade bands: elementary (grades K-6), middle (grades 7-8), and high school (grades 9-12). Table 2 demonstrates how one content area spans across grade bands. The example shown in Table 2 relates specifically to one criterion, “earning, income, and careers,” and one of the indicators tied to the criterion.

**TABLE 2: EXAMPLE OF CURRICULUM CONTENT**

Elementary school components	Middle school components	High school components
<ul style="list-style-type: none"> <li>▪ Sources of income</li> </ul>	<ul style="list-style-type: none"> <li>▪ Sources of income</li> </ul>	<ul style="list-style-type: none"> <li>▪ Employee benefits</li> </ul>
<ul style="list-style-type: none"> <li>▪ Changing income through education, work, and skills</li> </ul>	<ul style="list-style-type: none"> <li>▪ Changing income through education, work, and skills</li> </ul>	<ul style="list-style-type: none"> <li>▪ Changing income through education, work, and skills</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Labor market changes</li> </ul>	<ul style="list-style-type: none"> <li>▪ Entrepreneurs</li> </ul>
		<ul style="list-style-type: none"> <li>▪ Taxes</li> </ul>

**IMPORTANT NOTE ABOUT CURRICULUM EFFICACY**

In three dimensions of the Curriculum Review Tool - content, quality, and utility - the measures operate independently. For example, a curriculum might provide easy access to print and online materials, but there is still a separate question about whether those easy-to-find materials are error-free. In other words, the questions in the content, quality, and utility sections can be answered in any order without changing the results. However, the measures under the fourth dimension of the Curriculum Review Tool, efficacy, are interdependent and build on one another in order to determine whether the curriculum has been tested through high-quality research studies.

## 1.2 Learning more

If you would like to learn more, you can explore the complete financial education Curriculum Review Tool at [http://www.consumerfinance.gov/f/201509\\_cfpb\\_youth-financial-education-curriculum-review.pdf](http://www.consumerfinance.gov/f/201509_cfpb_youth-financial-education-curriculum-review.pdf), or on page 13 of this report.

If you would like to access additional resources about financial education, please visit the CFPB website: [www.consumerfinance.gov/youth-financial-education](http://www.consumerfinance.gov/youth-financial-education).

## 2. Introduction

Today's young people confront a financial marketplace significantly more complex than the one faced by previous generations. Students in America interact with an array of financial products and services at a relatively young age. As they approach high school graduation, students and their parents make important decisions about whether and how to pursue higher education as well as face the reality of paying for college. These early choices can have long-lasting impact on their financial lives.

Despite their frequent exposure to financial products and services from a young age, far too many U.S. students lack the financial literacy or capability to function successfully in the modern financial market. Although U.S. students performed around the average of the 13 countries participating in the Programme for International Student Assessment (PISA) 2012 Financial Literacy Assessment, an examination of the data behind that average performance reveals differences in performance between the top-performing and lowest-performing cohorts. While one in 10 U.S. students is a top performer on the PISA Financial Literacy Assessment, 44 percent of U.S. 15-year-olds taking the assessment were found to have low levels of financial literacy.

Financial education during the K-12 school years can help build students' knowledge of

- Consumer financial products
- Money management basics, which include knowledge of where and how to seek balanced or unbiased information
- Skills related to carrying out financial tasks, which can subsequently build students' confidence in their financial abilities.

Further, financial education can improve decision-making skills by providing opportunities to practice making healthy financial choices. Therefore, a strong financial education curriculum should not only equip students with essential knowledge and skills, but it should also help them practice and internalize the use of these skills and knowledge to actively manage their financial behavior.

The CFPB is not alone in its belief in the value of financial education. Policymakers are recognizing the importance of teaching financial education to youth by requiring that personal finance be taught as part of K-12 education. Educators who are required to teach financial education must choose from a wide range of curriculum providers and classroom resources with few guidelines to help them select the most promising or appropriate financial

education curriculum. To help educators consider which curriculum to use, and to better understand its strengths and gaps, the CFPB contracted with the Rand Corporation to develop the Curriculum Review Tool. We are pleased to offer this, a much-needed resource for those who make critical decisions about educating today's students.

The CFPB sees the Curriculum Review Tool as a starting point rather than an endpoint. We hope it will inspire discussion about where this ever-changing field is heading at a time when the need for financial education continues to grow. Furthermore, we hope that this resource will support increased understanding of the state of the field and advances for the future.

# 3. Curriculum Review Tool overview

The Curriculum Review Tool addresses four important dimensions of financial education curricula: content, utility, quality, and efficacy. The Curriculum Review Tool includes criteria to prioritize when selecting a financial education curriculum. For example, important criteria for a high-quality curriculum include:

- Up-to-date and error-free
- Visually designed to support learning
- Objective
- Available in print and online

Because these are broad concepts, the Curriculum Review Tool includes indicators to further specify the criteria, and yes-or-no questions to help ascertain whether a curriculum addresses the criteria. For example, under the “objectivity” criterion for curriculum quality, one indicator is that materials explicitly identify funders and authors and do not promote branded products. The two related questions are:

- “Are the authors and funders of development and dissemination clearly disclosed?”
- “Do the materials abstain from promoting particular branded products?”

## 3.1 Content

The curriculum content dimension (referred to as “content” throughout the Curriculum Review Tool) describes the degree to which the curriculum covers topics and skills prioritized across major national and select state content standards for financial education.

Does the curriculum address grade-level-appropriate topics for:

- Earning, income, and careers?
- Saving and investing?
- Spending?
- Borrowing and credit?

- Managing potential financial risk, including insurance?
- Financial responsibility, money management, and financial decisions?

The content described above and in the Curriculum Review Tool is based on existing financial education content standards and curriculum frameworks and is not an endorsement of specific financial knowledge, skills, or behaviors.

## 3.2 Utility

The utility dimension is defined as the supports for using the curriculum; that is, the instructional guidance and materials designed to facilitate strong and effective instruction. The definition of utility includes five broad criteria. Do curriculum materials:

- Provide instructional suggestions, exercises, and activities designed to support cognitive development of students' financial capability?
- Support engagement among a diverse population of students by providing suggestions to differentiate instruction, exercises, and activities?
- Allow teachers to easily plan and deliver financial education instruction to students and integrate lessons with their instruction in other subjects?
- Include a range of formative and summative assessments to support teaching and help teachers assess mastery?
- Help teachers provide clear and accurate financial education instruction to students?

## 3.3 Quality

The quality dimension refers to the accessibility, accuracy, and objectivity of the curriculum. The definition of quality includes four broad criteria.

- Are curriculum materials physically accessible to teachers and students in a school setting?
- Are curriculum materials current and error-free?
- Are curriculum materials objective?
- Is the visual appearance of the student materials conducive to learning?

## 3.4 Efficacy

The curriculum efficacy dimension refers to the impact of the curriculum on students, as measured in high-quality research studies:

- Is each research study strong (the study is designed, carried out, and explained well)?
- Is the body of evidence large or moderate (are there multiple studies of large aggregate size)?
- Does the body of evidence support conclusions of consistent, strong, positive impact?

# 4. Conclusion

There is a large and growing number of curricula and other classroom resources focused on teaching financial education to K-12 students. Until now, few resources were available in the financial education field to help educators and school leaders select the most promising curriculum for their students. The Youth Financial Education Curriculum Review Tool offers a framework for evaluating financial education curricula. Built upon the best information available about curriculum effectiveness, it serves as a much-needed resource for those who make critical decisions about educating today's students.

For curriculum developers, it offers the ability to look beyond content standards and evaluate the strengths and potential gaps of their products based upon what we know works in education in general and financial education in particular. Researchers will find insights into current thinking about financial education curricula as well as potential clues about future avenues for exploration.

We hope that the Curriculum Review Tool will increase understanding of the state of the field, inspire more discussion about current financial education curricula, and point to potential advances for the future.

We applaud all those who are striving to find and implement the best evidence-based age and developmentally appropriate financial education lessons and activities for young people. Given that students have early exposure to financial products and services, there is a great need for effective resources that can help young people improve their financial knowledge and capability.

The CFPB is committed to supporting and improving financial education in K-12 classrooms. We are also committed to engaging and supporting others who are working in this arena - teachers, administrators, curriculum developers, state and local policymakers, and parents - and seeking the most promising and appropriate financial education curriculum.

# 5. Key definitions

## Curriculum

A curriculum provides learning objectives, teaching methods, assignments, materials, and sequence of instruction for a focused subject area. The scope of the curriculum may vary, but a curriculum is generally considered to include multiple lessons over multiple days. A curriculum typically has the following attributes:

- Is taught over at least five sessions over multiple weeks, within a single school semester or year
- Includes objectives for content or skills to be learned, a sequence for addressing the objectives, and materials or resources to use in the lessons
- Includes a recommended sequence for covering the material
- Focuses on financial education (see next definition)
- Is designed to be administered to K-12 students in a school setting

## Financial education

Financial education encompasses a broad range of topics, including personal finance and vocational or career topics (e.g., the stock market, business management, entrepreneurship). This financial education Curriculum Review Tool focuses on personal finance – financial knowledge and skills all students need to make sound financial decisions as independent adults. Specialized topics such as business finance skills, which may be of interest to specific students based on their career trajectories, are not the focus of this Curriculum Review Tool.

## Criteria

Criteria establish the characteristics on which something can be measured. Criteria may include strategies and decision rules for measuring whether the characteristics are met. Below are definitions for the four dimensions selected for the Curriculum Review Tool. Note that one dimension is specific to financial education: the curriculum content. The other three dimensions focus on the nature of the curriculum and are not necessarily specific to financial education. The Curriculum Review Tool in this report drew on research and expert guidance to develop criteria and decision rules to determine whether a given financial education curriculum meets each of the four dimensions.

**Content:** The curriculum covers topics and skills prioritized across major national and select state standards or financial education. The curriculum is designed to help students develop a range of knowledge, skills (e.g., understanding when to seek reliable information and advice), and behaviors (e.g., comparison shopping) that are identified as important according to research and major national and state standards.

**Utility:** The curriculum is easy to use by the educator and the student, and it includes pedagogical suggestions, activities, and assessments that are intended to support students' learning of key knowledge, skills, and behaviors. Lesson plans, handouts, publications, media, etc., form a turnkey package that is adaptable to a range of populations (e.g., English language learners, special education students, and students with different learning styles) and can be easily implemented by an educator with moderate to minimal preparation. The curriculum can be easily integrated into the school's existing scope and sequence for classroom instruction.

**Quality:** All materials provide accurate information, using up-to-date research and data. Materials are free of errors in spelling, punctuation, format, grammar, and layout. Electronic media, links, etc., are viewable regardless of operating system. Web links are current and active. Written materials and physical products and workmanship, as applicable, are sufficiently accessible and durable to support reuse.

**Efficacy:** Students who complete the curriculum demonstrate a statistically significant increase in their understanding and use of consumer finance when compared with students who have not had the financial education training. The curriculum helps students develop a combination of fact-based knowledge, critical thinking, decision-making skills, and cultivates overall awareness about where to go for more information.

# Getting started

## Selecting a review committee

To review multiple curricula, begin by assembling a committee of experts, including those with expertise in financial education, curriculum development, and research methodology (to review the evidence of efficacy). Practitioners – teachers who are actively teaching financial education – are especially valuable in determining the practical feasibility of curricula.

Once selected, committee members should review materials using this Curriculum Review Tool, in advance. Then, the committee should assemble to discuss and address discrepancies in their review. At the close of the review process, some organizers may wish to publicize or share the review findings.

## Preparing for the review

Begin preparing for the review by gathering all the materials that compose the curriculum. Consider consulting websites such as the [Jump\\$tart Clearinghouse](#), [edutopia](#) or [mymoney.gov](#) to find financial education resources.

### **The materials you will need to conduct the review include the following:**

- Scope and sequence
- Lesson plans for each lesson, with objectives, activities, supporting materials (such as handout masters), and directions for teachers
- Student assessments
- Guidance for teachers, such as suggestions for tailoring lessons, additional resources, and glossaries

These materials may be provided in a number of different formats and packages. For example, some materials may be online, some may be on a DVD or flash drive, and some may be on paper. Reviewers are likely to need, at minimum, a teacher workbook and a student workbook.

To review a curriculum's efficacy, reviewers should be familiar with basic research design and be prepared to commit time to finding and reviewing studies. The review committee should assemble research on the effects of the curriculum, aiming to collect strong, independent studies.

### **The committee can get much of this information quickly by:**

1. **Using an online search engine.** Reviewers can search the curriculum name and the terms "effects," "impact," or "evaluation." The What Works Clearinghouse (WWC; [whatworks.ed.gov](http://whatworks.ed.gov)) might have some studies already reviewed. Financial education is not a focus topic for the WWC, but if the WWC reviews a study on financial education curricula, it will be conducted by trained and certified coders using a protocol vetted by methodological and substantive experts.
2. **Looking at the curriculum provider's website.** Keep in mind that anecdotes, such as a teacher's story of how well some students responded to the curriculum, are not considered studies. In addition, stand-alone statistics such as pre- and post-test scores generally are not considered studies because they do not provide the context for determining whether the curriculum or

some other factor caused the findings, unless the information about the treatment, samples, methods, and analysis are also provided alongside the statistics.

## Conducting the review

We recommend reviewing the dimensions in this order: content, utility, quality, and efficacy. This allows the reviewers to manage and absorb the vast amount of information about the curriculum at a reasonable pace.

### The financial education Curriculum Review

#### Tool includes:

- Criteria for each dimension which are broad concepts
- Indicators to further specify these criteria (listed in the left column)
- Questions to help evaluate each indicator (listed in the right column)

The Curriculum Review Tool also provides decision rules for evaluating each criterion and each overall dimension (content, utility, quality, and efficacy).

Each reviewer should read the relevant curriculum materials and answer the questions in the Curriculum Review Tool. Then, using the decision rules at the end of each section, come up with summary statements about each criterion and, ultimately, about the utility, quality, content, and efficacy of the curriculum.

Keep in mind it will be necessary to use different documents to evaluate the different dimensions of the curriculum, as shown in Table 1.

**TABLE 1: GUIDANCE ON WHAT DOCUMENTS TO REVIEW FOR EACH DIMENSION**

Dimension	Necessary documents
Content	<b>Read:</b> Scope and sequence <b>Skim:</b> Lesson plans and supporting materials
Utility	<b>Read:</b> Lesson plans and supporting materials
Quality	<b>Read:</b> Lesson plans and supporting materials
Efficacy	<b>Read:</b> Outcomes studies <b>Skim:</b> Provider’s claims of effects

## Summarizing the findings

Use the summary findings form provided to document your results.



# Content for elementary school

Curriculum content refers to the knowledge and skills covered by the curriculum. The content dimension is based on our analysis of existing national and select state financial education standards.

## Instructions

Read through the scope and sequence of the curriculum, skim the lesson plans, and answer the following questions.

Reviewer name: \_\_\_\_\_ Review date: \_\_\_\_\_

Curriculum name: \_\_\_\_\_

Grade focus: \_\_\_\_\_ Publication date: \_\_\_\_\_

## Content criterion 1

Does the curriculum address grade-level appropriate topics for saving and investing? *Select yes if the following components are addressed.*

<b>1.1</b>	People save for the future, and might have different goals for saving and make different choices about how to save.	One can save money in various ways, including at home in a piggy bank or at a commercial bank, credit union, or savings and loan institution.	<input type="radio"/> YES <input type="radio"/> NO
		Saving helps individuals act on future opportunities, meet short-term and long-term goals, and address financial emergencies.	<input type="radio"/> YES <input type="radio"/> NO
<b>1.2</b>	Compound interest affects the value of savings.	Saving money in a bank or credit union allows the money to earn interest.	<input type="radio"/> YES <input type="radio"/> NO
<b>1.3</b>	Investments involve purchase of financial assets to increase wealth.	The goal of savings is to set aside income for future spending, whereas the goal of investing is to increase wealth over time.	<input type="radio"/> YES <input type="radio"/> NO
Score: Content criterion 1		Add up total number of components:	<input type="text"/> YES <input type="text"/> NO

## Content criterion 2

Does the curriculum address grade-level appropriate topics for earning, income, and careers? *Select yes if the following components are addressed.*

<b>2.1</b>	Sources of income include wages, salaries, and benefits, as well as interest, rent, and profits.	Income is money earned from employment and investments.	<input type="radio"/> YES <input type="radio"/> NO
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2.2	People can change their income by acquiring more education, work experience, and skills.	Various jobs and careers provide different levels of income and require different kinds of skills.	<input type="radio"/> YES <input type="radio"/> NO
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Score: Content criterion 2	Add up total number of components:	<input type="checkbox"/> YES <input type="checkbox"/> NO
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**Content criterion 3** Does the curriculum address grade-level appropriate topics for spending? *Select yes if the following components are addressed.*

3.1	People choose to buy some goods or services over others.	People must make choices about and prioritize the goods and services they buy because they can't have everything they want.	<input type="radio"/> YES <input type="radio"/> NO
		Individual spending choices can be affected by a variety of factors, including family circumstances, price of goods and services, advertising, preferences, peer pressure, product quality, impact of purchase on self and others, etc.	<input type="radio"/> YES <input type="radio"/> NO

3.2	Individuals who are active and aware consumers can make more informed choices.	Individuals should know the numbers essential to count money.	<input type="radio"/> YES <input type="radio"/> NO
		Individuals should understand and be able to use the different values of coins.	<input type="radio"/> YES <input type="radio"/> NO
		Making good spending choices involves systematic decision-making and planning, including comparing the benefits and costs of spending, asking questions, and comparison shopping.	<input type="radio"/> YES <input type="radio"/> NO
		A budget is a plan for using income productively, including spending, sharing, and saving.	<input type="radio"/> YES <input type="radio"/> NO

Score: Content criterion 3	Add up total number of components:	<input type="checkbox"/> YES <input type="checkbox"/> NO
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## Content criterion 4

Does the curriculum address grade-level appropriate topics for borrowing and credit?

Select yes if the following components are addressed.

4.1	Borrowing allows people to purchase goods and services now that must be paid for in the future.	Borrowing from others is often referred to as obtaining credit. Credit is the use of someone else's money for a fee; interest is the fee one pays for borrowing money through credit.	<input type="radio"/> YES <input type="radio"/> NO
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		When people use credit, they receive something of value now and agree to repay the lender over time, or at some date in the future, with interest.	<input type="radio"/> YES <input type="radio"/> NO
--	--	--	--

Score: Content criterion 4	Add up total number of components:	<input type="checkbox"/> YES <input type="checkbox"/> NO
----------------------------	------------------------------------	--

## Content criterion 5

Does the curriculum address grade-level appropriate topics for managing potential financial risk, including insurance?

Select yes if the following components are addressed.

5.1	People make choices to protect themselves from financial risks.	Risk is the chance of loss or harm and is an unavoidable part of daily life.	<input type="radio"/> YES <input type="radio"/> NO
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		Individuals can choose to accept risk or protect themselves by avoiding risks or taking out insurance.	<input type="radio"/> YES <input type="radio"/> NO
--	--	--	--

Score: Content criterion 5	Add up total number of components:	<input type="checkbox"/> YES <input type="checkbox"/> NO
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## Content criterion 6

Does the curriculum address grade-level appropriate topics for financial responsibility, money management, and financial decisions? Select yes if the following components are addressed.

6.1	Financial responsibility involves planning for the future.	Individuals could have various short- or long-term goals that could require them to save money.	<input type="radio"/> YES <input type="radio"/> NO
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Score: Content criterion 6	Add up total number of components:	<input type="checkbox"/> YES <input type="checkbox"/> NO
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# Summary: Content for elementary school

Instructions: Use your answers from the content section of the Curriculum Review Tool to summarize the scores.

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**Criterion 1** The curriculum addresses grade-level appropriate topics for saving and investing.

Total number of components:

YES  NO

- Exceeds**  
All 4 components were addressed
- Meets**  
3 components were addressed
- Does not meet**  
Less than 3 components were addressed

**Criterion 2** The curriculum addresses grade-level appropriate topics for earning, income, and careers.

Total number of components:

YES  NO

- Exceeds**  
Both of the components were addressed
- Meets**  
1 component was addressed
- Does not meet**  
0 components were addressed

**Criterion 3** The curriculum addresses grade-level appropriate topics for spending.

Total number of components:

YES  NO

- Exceeds**  
5 or more components were addressed
- Meets**  
4 components were addressed
- Does not meet**  
Less than 4 components were addressed

**Criterion 4** The curriculum addresses grade-level appropriate topics for borrowing and credit.

Total number of components:

YES  NO

- Exceeds**  
Both of the components were addressed
- Meets**  
1 component was addressed
- Does not meet**  
0 components were addressed

**Criterion 5** The curriculum addresses grade-level appropriate topics for managing potential financial risk, including insurance.

Total number of components:

YES  NO

- Exceeds**  
Both of the components were addressed
- Meets**  
1 component was addressed
- Does not meet**  
0 components were addressed

**Criterion 6** The curriculum addresses grade-level appropriate topics for financial responsibility, money management, and financial decisions?

Total number of components:

YES  NO

- Exceeds**  
1 component was addressed
- Does not meet**  
0 components were addressed

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## Overall score: Elementary school content

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Select how this curriculum meets all the content criteria:

- Strong content:** All 6 criteria were met, and at least one was exceeded
- Moderate content:** All 6 criteria were met
- Limited content:** At least one of the criteria was not met

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You have reviewed the content dimension for elementary school. If you are reviewing curriculum for elementary school grades only, go to [page 38](#) to continue the review.



# Content for middle school

Curriculum content refers to the knowledge and skills covered by the curriculum. The content dimension is based on our analysis of existing national and select state financial education standards.

## **Instructions:**

Read through the scope and sequence of the curriculum, skim the lesson plans, and answer the following questions.

Reviewer name: \_\_\_\_\_ Review date: \_\_\_\_\_

Curriculum name: \_\_\_\_\_

Grade focus: \_\_\_\_\_ Publication date: \_\_\_\_\_

## Content criterion 1

Does the curriculum address grade-level appropriate topics for earning, income, and careers?

*Select yes if the following components are addressed.*

<b>1.1</b>	Sources of income include wages, salaries, and benefits, as well as interest, rent, and profits.	Income can be acquired in a variety of ways, including through wages; salaries; commissions; interest, dividends, and capital appreciation on investments; money gifts; profits; and rental property.	<input type="radio"/> YES <input type="radio"/> NO
<b>1.2</b>	People can change their income by acquiring more education, work experience, and skills.	Building human capital through various types of education and training can have differing opportunity costs.	<input type="radio"/> YES <input type="radio"/> NO
		Changes in the labor market or economic conditions can cause changes in worker's income or unemployment.	<input type="radio"/> YES <input type="radio"/> NO
Score: Content criterion 1		Add up total number of components:	<input type="text"/> YES <input type="text"/> NO

## Content criterion 2

Does the curriculum address grade-level appropriate topics for saving and investing?

*Select yes if the following components are addressed.*

<b>2.1</b>	People save for the future, and might have different goals for saving and make different choices about how to save.	Different people save money for different reasons, including large purchases (such as higher education, autos, and homes), retirement, and unexpected events.	<input type="radio"/> YES <input type="radio"/> NO
		Peoples' choices about how much to save and for what to save are based on their preferences.	<input type="radio"/> YES <input type="radio"/> NO

2.2	Time, interest rates, and inflation all affect the value of savings.	The value of savings is affected by interest and compounding over time.	<input type="radio"/> YES <input type="radio"/> NO
		Interest can be calculated by multiplying the principal amount, the interest rate, and time of loan/investment.	<input type="radio"/> YES <input type="radio"/> NO
2.3	Investments involve purchase of financial assets to increase wealth.	Financial assets in which one might invest include stocks, bonds, mutual funds, real estate, and commodities.	<input type="radio"/> YES <input type="radio"/> NO
		The rate of return on a financial investment consists of interest payments, dividends, and capital appreciation expressed as a percentage of the amount invested.	<input type="radio"/> YES <input type="radio"/> NO
2.4	Some investment strategies have greater or less risk and corresponding expected rate of return.	Federal agencies guarantee depositors' savings in most commercial banks, savings banks, savings associations, and credit unions.	<input type="radio"/> YES <input type="radio"/> NO
		Increases or decreases in the rate of return from an investment vary according to the amount of risk. In general, a trade-off exists between the security of an investment and its expected rate of return.	<input type="radio"/> YES <input type="radio"/> NO
Score: Content criterion 2		Add up total number of components:	<input type="text"/> YES <input type="text"/> NO

### Content criterion 3

Does the curriculum address grade-level appropriate topics for spending? *Select yes if the following components are addressed.*

3.1	People choose to buy some goods or services over others.	Individuals must make choices about and prioritize the goods and services they buy because they can't have everything they want.	<input type="radio"/> YES <input type="radio"/> NO
3.2	Individuals who are active and aware consumers can make more informed choices.	A consumer should rely on sources beyond advertising claims to gather information about goods and services.	<input type="radio"/> YES <input type="radio"/> NO

	Consumers can use a variety of payment methods to make a purchase, and some payment methods are better than others.	<input type="radio"/> YES <input type="radio"/> NO
	A budget helps one make good spending choices, and a good budget accounts for expenses, income, savings, and taxes.	<input type="radio"/> YES <input type="radio"/> NO
	Individual spending goals and priorities can inform the creation of a budget.	<input type="radio"/> YES <input type="radio"/> NO
Score: Content criterion 3	Add up total number of components:	<input type="checkbox"/> YES <input type="checkbox"/> NO

## Content criterion 4

Does the curriculum address grade-level appropriate topics for borrowing and credit?

*Select yes if the following components are addressed.*

4.1	Credit allows people to purchase goods and services now that must be paid for in the future.	People can use credit to finance long-term purchases. The benefits of using credit in this way are spread out over a period of time, whereas the benefits of using credit to make daily purchases are short-lived and do not accumulate over time.	<input type="radio"/> YES <input type="radio"/> NO
4.2	Different credit options have different costs.	People who apply for loans are told what the interest rate on the loan will be. An interest rate is the price of using someone else's money, often expressed as an annual percentage rate.	<input type="radio"/> YES <input type="radio"/> NO
		Interest rates for loans fluctuate based on changes in the market for loans as well as the risk of non-repayment.	<input type="radio"/> YES <input type="radio"/> NO
		Consumers can choose from a variety of credit sources.	<input type="radio"/> YES <input type="radio"/> NO
		Borrowers who use credit cards and do not pay the full balance when it is due pay much higher costs for their purchases; they can avoid interest charges by paying the entire balance within the grace period specified by the financial institution.	<input type="radio"/> YES <input type="radio"/> NO

4.3	Lenders and others can access your credit history to make decisions about lending or extending lines of credit, accepting applications for rental housing, and determining if you are a good candidate for a job.	Your credit score is a number based on information from your credit history and assesses your credit risk.	<input type="radio"/> YES <input type="radio"/> NO
		Lenders make credit decisions based in part on consumer payment history. Credit bureaus record borrowers' credit and payment histories and provide that information to lenders in credit reports.	<input type="radio"/> YES <input type="radio"/> NO

Score: Content criterion 4	Add up total number of components:	<input type="checkbox"/> YES <input type="checkbox"/> NO
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**Content criterion 5** Does the curriculum address grade-level appropriate topics for managing potential financial risk, including insurance? *Select yes if the following components are addressed.*

5.1	People make choices to protect themselves from financial risks.	Risk management strategies include risk avoidance, risk control, risk transfer through insurance, and risk mitigation through savings.	<input type="radio"/> YES <input type="radio"/> NO
5.2	Insurance allows people to pay a fee now in order to avoid the possibility of later risk.	Individuals can choose to accept some risk, avoid or reduce risk, or transfer some risk by purchasing insurance. Each option has different costs and benefits.	<input type="radio"/> YES <input type="radio"/> NO
		Insurance is a product that allows people to pay a fee (called a premium) now to transfer the costs of potential loss to a third party.	<input type="radio"/> YES <input type="radio"/> NO
5.3	The cost of insurance is influenced by individual behavior and a range of other factors.	Insurance premiums might vary based on the level of protection, insurer's assessment of individual risk, deductible, and copayment.	<input type="radio"/> YES <input type="radio"/> NO

Score: Content criterion 5	Add up total number of components:	<input type="checkbox"/> YES <input type="checkbox"/> NO
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## Content criterion 6

Does the curriculum address grade-level appropriate topics for financial responsibility, money management, and financial decisions?  
*Select yes if the following components are addressed.*

6.1	Financial responsibility involves planning for the future.	People perform basic financial tasks to manage money.	<input type="radio"/> YES	<input type="radio"/> NO
		Financial choices that people make have benefits, costs, and future consequences.	<input type="radio"/> YES	<input type="radio"/> NO

Score: Content criterion 6	Add up total number of components:	<input type="text"/> YES	<input type="text"/> NO
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## Summary: Content for middle school

Instructions: Use your answers from the content section of the Curriculum Review Tool to summarize the scores.

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**Criterion 1** The curriculum addresses grade-level appropriate topics for earning, income, and careers.

Total number of components:

YES  NO

- Exceeds**  
All 3 of the components were addressed
- Meets**  
2 of the components were addressed
- Does not meet**  
Less than 2 components were addressed

**Criterion 2** The curriculum addresses grade-level appropriate topics for saving and investing.

Total number of components:

YES  NO

- Exceeds**  
7 or more components were addressed
- Meets**  
5 or 6 components were addressed
- Does not meet**  
Less than 5 components were addressed

**Criterion 3** The curriculum addresses grade-level appropriate topics for spending.

Total number of components:

YES  NO

- Exceeds**  
All 5 components were addressed
- Meets**  
4 components were addressed
- Does not meet**  
Less than 4 components were addressed

**Criterion 4** The curriculum addresses grade-level appropriate topics for borrowing and credit.

Total number of components:

YES  NO

- Exceeds**  
6 or more of the components were addressed
- Meets**  
5 of the components were addressed
- Does not meet**  
less than 5 components were addressed

**Criterion 5** The curriculum addresses grade-level appropriate topics for managing potential financial risk, including insurance.

Total number of components:

YES  NO

- Exceeds**  
All 4 of the components were addressed
- Meets**  
3 of the components were addressed
- Does not meet**  
less than 3 components were addressed

**Criterion 6** The curriculum addresses grade-level appropriate topics for financial responsibility, money management, and financial decisions?

Total number of components:

YES  NO

- Exceeds**  
1 component was addressed
- Does not meet**  
0 components were addressed

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**Overall score: Middle school content**

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Select how this curriculum meets all the content criteria:

- Strong content:** All 6 criteria were met, and at least one was exceeded
  - Moderate content:** All 6 criteria were met
  - Limited content:** At least one of the criteria was not met
- 

You have reviewed the content dimension for middle school. If you are reviewing curriculum for middle school grades only, go to [page 38](#) to continue the review.



# Content for high school

Curriculum content refers to the knowledge and skills covered by the curriculum. The content dimension is based on our analysis of existing national and select state financial education standards.

## **Instructions**

Read through the scope and sequence of the curriculum, skim the lesson plans, and answer the following questions.

Reviewer name: \_\_\_\_\_ Review date: \_\_\_\_\_

Curriculum name: \_\_\_\_\_

Grade focus: \_\_\_\_\_ Publication date: \_\_\_\_\_

## Content criterion 1

Does the curriculum address grade-level appropriate topics for earning, income, and careers? *Select yes if the following components are addressed.*

1.1	Sources of income include wages, salaries, and benefits, as well as interest, rent, and profits.	Many workers receive benefits, including health and retirement benefits, in addition to their pay.	<input type="radio"/> YES	<input type="radio"/> NO
		People can change their income by acquiring more education, work experience, and skills.	The wages paid for a given job depend on a worker's skills and education, as well as the importance of the work to society and the supply of and demand for qualified workers.	<input type="radio"/> YES
1.2		The income that an individual receives is determined in part by the informed decisions that individual makes regarding work, investments, and asset accumulation.	<input type="radio"/> YES	<input type="radio"/> NO
		Entrepreneurs, who work for themselves by starting a new business, hope to earn a profit, but accept the risk of a loss.	<input type="radio"/> YES	<input type="radio"/> NO
		Whether and where to go to college are important financial decisions and should be based on information about the future economic opportunities that a college education can bring, as well as on the tuition and fees for types of college choices.	<input type="radio"/> YES	<input type="radio"/> NO
		Taxes affect income.	<input type="radio"/> YES	<input type="radio"/> NO
				<input type="radio"/> YES

Score: Content criterion 1

Add up total number of components:

YES  NO

## Content criterion 2

Does the curriculum address grade-level appropriate topics for saving and investing? *Select yes if the following components are addressed.*

2.1	People save for the future and might have different goals for saving and make different choices about how to save.	Different people save money for different reasons, including large purchases (such as higher education, autos, and homes), retirement, and unexpected events.	<input type="radio"/> YES	<input type="radio"/> NO
		The decision about where to save money depends on various factors, including savings goal and interest rates.	<input type="radio"/> YES	<input type="radio"/> NO
		Employee benefit programs create incentives and disincentives to save and invest, including tax-exempt and tax-deferred accounts.	<input type="radio"/> YES	<input type="radio"/> NO
		Banks and credit unions are places where people can invest money and earn interest.	<input type="radio"/> YES	<input type="radio"/> NO
		People should check transactions on bank statements and note any irregularities.	<input type="radio"/> YES	<input type="radio"/> NO
2.2	Time, interest rates, and inflation all affect the value of savings.	The calculation for the end value of an investment depends on investment amount, time, rate of return, and frequency of compounding.	<input type="radio"/> YES	<input type="radio"/> NO
2.3	Investments involve purchase of financial assets to increase wealth.	People can design how to invest their savings so it can grow over time.	<input type="radio"/> YES	<input type="radio"/> NO
2.4	Some investment strategies have greater or less risk and corresponding expected rate of return.	Government agencies, such as the U.S. Securities and Exchange Commission, Federal Deposit Insurance Corporation, the Consumer Financial Protection Bureau, and state regulators, oversee the securities or banking industries and combat fraud.	<input type="radio"/> YES	<input type="radio"/> NO
		The risk of investments depends on various factors, including diversification of the investment, economic conditions, monetary and fiscal policies, and market prices.	<input type="radio"/> YES	<input type="radio"/> NO
Score: Content criterion 2		Add up total number of components:	<input type="radio"/> YES	<input type="radio"/> NO

### Content criterion 3

Does the curriculum address grade-level appropriate topics for spending? *Select yes if the following components are addressed.*

3.1	People choose to buy some goods or services over others.	People make choices about what goods and services to buy. Doing so requires individuals to prioritize their wants.	<input type="radio"/> YES <input type="radio"/> NO
3.2	Individuals who are active and aware consumers can make more informed choices.	The quality and usefulness of information about goods and services can vary greatly among sources; wise consumers compare information across a variety of sources before determining what they will buy.	<input type="radio"/> YES <input type="radio"/> NO
		When people consume goods and services, their consumption can have positive and negative effects on the community (eg., consumption of cigarettes).	<input type="radio"/> YES <input type="radio"/> NO
		Governments establish laws and institutions to provide consumers with information about goods and services being purchased and to protect consumers from fraud.	<input type="radio"/> YES <input type="radio"/> NO

Score: Content criterion 3

Add up total number of components:

YES  NO

### Content criterion 4

Does the curriculum address grade-level appropriate topics for borrowing and credit? *Select yes if the following components are addressed.*

4.1	Credit allows people to purchase goods and services now that must be paid for in the future.	Using credit to buy durable goods, such as cars, houses, and appliances, enables people to use goods while paying for them.	<input type="radio"/> YES <input type="radio"/> NO
4.2	Different credit options have different costs.	The costs of credit from various sources can be compared by utilizing information about the annual percentage rate (APR), initial fees, late fees, nonpayment fees, and other relevant information.	<input type="radio"/> YES <input type="radio"/> NO

	Leasing, borrowing to buy, and rent-to-own options have different contract terms and costs.	<input type="radio"/> YES <input type="radio"/> NO	
	Laws in place to protect consumers who use credit include requirements to provide full disclosure of credit terms, such as the APR and fees, as well as protection against discrimination and limits on abusive marketing or collection practices.	<input type="radio"/> YES <input type="radio"/> NO	
	There are important considerations in taking financial aid for education, including underlying mechanics such as grants versus loans, amount of loans necessary to complete one's education, loan forgiveness, and repayment schedules, and expected future income.	<input type="radio"/> YES <input type="radio"/> NO	
<b>4.3</b>	Lenders and others can access your credit history to make decisions about lending or extending lines of credit, accepting applications for rental housing, and determining if you are a good candidate for a job.	Consumers' prior payment history can affect interest rates on future loans. Consumers can influence interest rates that are offered by providing collateral and down payments.	<input type="radio"/> YES <input type="radio"/> NO
		Your credit score is a number based on information from your credit history and assesses your credit risk.	<input type="radio"/> YES <input type="radio"/> NO
		Factors that could cause a lender to deny credit to someone include credit score, income, aspects of credit history, etc. These factors are influenced by a number of things including having high levels of debt, not paying bills on time, or limited credit history.	<input type="radio"/> YES <input type="radio"/> NO
		One can have a positive impact on one's credit score by using credit effectively, including engaging in good spending choices and credit repayment practices.	<input type="radio"/> YES <input type="radio"/> NO
		Consumers with excessive debt have a number of options, including loan consolidation, renegotiation of repayment schedules, and even declaring bankruptcy as a last resort.	<input type="radio"/> YES <input type="radio"/> NO
	Score: Content criterion 4	Add up total number of components:	<input type="checkbox"/> YES <input type="checkbox"/> NO

## Content criterion 5

Does the curriculum address grade-level appropriate topics for managing potential financial risk, including insurance? Select *yes* if the following components are addressed.

5.1	People make choices to protect themselves from financial risks.	Risk management strategies include risk avoidance, risk control, risk transfer through insurance, and risk mitigation through savings.	<input type="radio"/> YES <input type="radio"/> NO
		Probability quantifies the likelihood that a specific event will occur, usually expressed as the ratio of the number of actual occurrences to the number of possible occurrences.	<input type="radio"/> YES <input type="radio"/> NO
		Laws and regulations exist to protect consumers from abuses by a variety of sellers, lenders, and others, including those arising from privacy infringement and identity theft.	<input type="radio"/> YES <input type="radio"/> NO
5.2	Insurance allows people to pay a fee now in order to avoid the possibility of later risk.	Insurance is a product that allows people to pay a fee (called a premium) now to transfer the costs of potential loss to a third party; insurers do this by pooling premiums to create a fund for individuals who experience a large loss.	<input type="radio"/> YES <input type="radio"/> NO
		Some types of insurance contracts can increase risk because having the insurance may result in the person taking more risks. Policy features such as deductibles and copayments are cost-sharing features that encourage the policyholder to take steps to reduce the potential size of loss (claim).	<input type="radio"/> YES <input type="radio"/> NO
		Types of insurance include health, disability, property, life, and auto insurance. Each type of insurance includes differing rules and benefits.	<input type="radio"/> YES <input type="radio"/> NO
5.3	The cost of insurance is influenced by individual behavior and a range of other factors.	Insurance companies charge higher premiums to cover higher-risk individuals and events because the risk of monetary loss is greater.	<input type="radio"/> YES <input type="radio"/> NO
Score: Content criterion 5		Add up total number of components:	<input type="checkbox"/> YES <input type="checkbox"/> NO

## Content criterion 6

Does the curriculum address grade-level appropriate topics for financial responsibility, money management, and financial decisions?  
*Select yes if the following components are addressed.*

6.1	Financial responsibility involves planning for the future.	Financially responsible individuals accept the fact that they are accountable for their financial future, and their attitudes and values affect their financial decisions.	<input type="radio"/> YES <input type="radio"/> NO
		To responsibly manage finances, a person should have a personal financial plan, which should include the following components: financial goals, a net worth statement, an income and expense record, an insurance plan, a saving and investing plan, and a budget.	<input type="radio"/> YES <input type="radio"/> NO
6.2	Financial advice is available from a variety of sources.	Financial advice is available from a variety of sources, such as professional financial advisors, books, and the internet.	<input type="radio"/> YES <input type="radio"/> NO
Score: Content criterion 6		Add up total number of components:	<input type="text"/> YES <input type="text"/> NO

## Summary: Content for high school

Instructions: Use your answers from the content section of the Curriculum Review Tool to summarize the scores.

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**Criterion 1** The curriculum addresses grade-level appropriate topics for earning, income, and careers.

Total number of components:

YES  NO

- Exceeds**  
5 or more components were addressed
- Meets**  
4 components were addressed
- Does not meet**  
Less than 4 components were addressed

**Criterion 2** The curriculum addresses grade-level appropriate topics for saving and investing.

Total number of components:

YES  NO

- Exceeds**  
8 or more components were addressed
- Meets**  
6 or 7 components were addressed
- Does not meet**  
Less than 6 components were addressed

**Criterion 3** The curriculum addresses grade-level appropriate topics for spending.

Total number of components:

YES  NO

- Exceeds**  
All 4 of the components were addressed
- Meets**  
3 of the components were addressed
- Does not meet**  
less than 3 components were addressed

**Criterion 4** The curriculum addresses grade-level appropriate topics for borrowing and credit.

Total number of components:

YES  NO

- Exceeds**  
9 or more components were addressed
- Meets**  
7 or 8 components were addressed
- Does not meet**  
Less than 7 components were addressed

**Criterion 5** The curriculum addresses grade-level appropriate topics for managing potential financial risk, including insurance.

Total number of components:

YES  NO

- Exceeds**  
6 or more of the components were addressed
- Meets**  
5 of the components were addressed
- Does not meet**  
less than 5 components were addressed

**Criterion 6** The curriculum addresses grade-level appropriate topics for financial responsibility, money management, and financial decisions?

Total number of components:

YES  NO

- Exceeds**  
3 of the components were addressed
- Meets**  
2 of the components were addressed
- Does not meet**  
less than 2 components were addressed

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**Overall score: Content for high school**

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Select how this curriculum meets all the content criteria:

- Strong content:** All 6 criteria were met, and at least one was exceeded
- Moderate content:** All 6 criteria were met
- Limited content:** At least one of the criteria was not met



# Utility

Utility is defined as the supports for using the curriculum, including pedagogical guidance designed to promote strong and effective instruction.

## Instructions

Read through the lesson plans and supporting materials thoroughly. Using these materials as reference, reviewers can then complete the utility section of the Curriculum Review Tool.

Questions representing **essential** criteria are highlighted with dark green. Essential criteria are factors to consider because there is strong evidence that they have a positive impact on student learning.

Questions representing **beneficial** criteria are highlighted with light green to reflect areas that hold promise but may be more relevant and useful for some reviewers.

## Utility criterion 1

Do the materials provide instructional suggestions designed to support the cognitive development of students' financial capability?

1.1	Materials include a balanced focus on concepts, procedures, and application.	Are there multiple activities for:	
		<b>procedural learning:</b> memorizing content or practicing processes accurately and quickly? (e.g., knowing how to calculate interest or define a student loan)	<input type="radio"/> YES <input type="radio"/> NO
		<b>conceptual learning:</b> describing underlying ideas in written and spoken activities? (e.g., being an informed consumer)	<input type="radio"/> YES <input type="radio"/> NO
		<b>application:</b> independently using knowledge and skills in simulated or real situations, choosing a strategy to solve problems with persistence? (e.g., making a budget)	<input type="radio"/> YES <input type="radio"/> NO
1.2	Requires higher-order skills like analysis, synthesis, and evaluation.	Are students expected to:	
		<b>engage</b> in discussion around financial constructs?	<input type="radio"/> YES <input type="radio"/> NO
		<b>explain</b> their reasoning for responses?	<input type="radio"/> YES <input type="radio"/> NO
		<b>connect</b> constructs from different lessons within and beyond the financial education curriculum?	<input type="radio"/> YES <input type="radio"/> NO
		<b>reflect</b> on their financial knowledge?	<input type="radio"/> YES <input type="radio"/> NO
1.3	Promotes development of executive functioning.	Are there activities:	
		designed to help students <b>conceptualize their financial future?</b> (e.g., making financial plans for a meaningful future event, such as a birthday, and organizing their finances over time, such as making a savings calendar)	<input type="radio"/> YES <input type="radio"/> NO
		requiring students to consciously <b>organize their learning strategies?</b> (e.g., figure out the best way to solve a financial problem)	<input type="radio"/> YES <input type="radio"/> NO



		provide a variety of instructional modes and <b>guidance for teachers</b> on how to facilitate activities? <i>(e.g., modeling; using a range of questions; checking for understanding; interactive, pair, and group tasks; role playing; hands-on activities)</i>	<input type="radio"/> YES <input type="radio"/> NO
		Are materials available to students in a <b>variety of media types</b> ? <i>(e.g., print, audio, online)</i>	<input type="radio"/> YES <input type="radio"/> NO
		Is the text appropriate for the student's <b>grade level</b> ?	<input type="radio"/> YES <input type="radio"/> NO
<b>2.2</b>	Addresses the needs of students with limited exposure to financial institutions.	Do the materials:	
		introduce financial constructs <i>(e.g., banking)</i> in a way that does not assume <b>prior knowledge</b> of those institutions?	<input type="radio"/> YES <input type="radio"/> NO
		provide strategies for introducing new financial constructs in a way that is <b>sensitive to differences</b> in students' experiences?	<input type="radio"/> YES <input type="radio"/> NO
		discuss various <b>student situations</b> that may affect the relevance of certain financial institutions or constructs? <i>(e.g., access to job options may be more limited in some contexts than others)</i>	<input type="radio"/> YES <input type="radio"/> NO
<b>2.3</b>	Includes application activities that connect financial concepts to relevant, real-life contexts for students.	Do the examples show a level of complexity that reflects real-world situations? <i>(e.g., not reduced or oversimplified in an effort to make the text more readable to struggling students)</i>	<input type="radio"/> YES <input type="radio"/> NO
		Do the materials ask students to role play, analyze case studies, or otherwise deal with real-world problems?	<input type="radio"/> YES <input type="radio"/> NO
		Is the content (including, but not limited to, examples) connected to experiences that are <b>meaningful</b> to students? <i>(e.g., after-school jobs rather than day trading)</i>	<input type="radio"/> YES <input type="radio"/> NO
		Do activities allow students to practice financial education skills as part of their <b>everyday class experience</b> ? <i>(e.g., paying for desk rental)</i>	<input type="radio"/> YES <input type="radio"/> NO
		Do the materials make connections to daily home life, careers, vocations, community events, and recreation?	<input type="radio"/> YES <input type="radio"/> NO
		Do pictures appear current or recent?	<input type="radio"/> YES <input type="radio"/> NO <input type="radio"/> N/A

2.4	Integrates technology in ways that deepen student engagement.	If technology is used, does the use of technology add value? (e.g., <i>online assessments that direct students to questions at the correct level</i> )	<input type="radio"/> YES <input type="radio"/> NO <input type="radio"/> N/A
2.5	Provides opportunities for hands-on, experiential learning.	Do student activities and supporting materials provide opportunities for students to <b>practice</b> their learning in real-world contexts?	<input type="radio"/> YES <input type="radio"/> NO
Score: Utility criterion 2		Add up the total number of <b>essential</b> components: Add up the total number of <b>beneficial</b> components:	<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> YES <input type="checkbox"/> NO

### Utility criterion 3

Do materials allow teachers to easily plan and deliver financial education instruction to students and integrate lessons into other subjects?

3.1	Connects objectives with lesson plans, activities, assessments, teacher notes, and resources and identifies target settings and users.	Is there a clear guide to the <b>organization</b> of the materials and is it sufficient for quickly finding materials? (e.g., <i>table of contents, content scope and sequence chart, menu, content map, index</i> )	<input type="radio"/> YES <input type="radio"/> NO
		Does each lesson include the following: <ul style="list-style-type: none"> <li>▪ objective</li> <li>▪ description of required prior knowledge (if applicable)</li> <li>▪ list of necessary materials</li> <li>▪ lesson plans/teacher notes/recommendations for instruction</li> <li>▪ multiple student activities</li> <li>▪ assessments and/or performance tasks</li> <li>▪ statement of time anticipated for the lesson</li> </ul>	<input type="radio"/> YES <input type="radio"/> NO
		Are <b>additional resources</b> identified? (e.g., <i>bibliography, online resources</i> )	<input type="radio"/> YES <input type="radio"/> NO
		Are the materials <b>comprehensive</b> enough to carry out instruction? (e.g., <i>no additional materials or resources needed in order to teach toward learning objectives</i> )	<input type="radio"/> YES <input type="radio"/> NO

		Are the materials <b>manageable</b> ? (e.g., not so dense that it is overwhelming to the teacher or difficult to find important materials)	<input type="radio"/> YES <input type="radio"/> NO
		Are <b>resources</b> to use in the classroom included? (e.g., copy masters)	<input type="radio"/> YES <input type="radio"/> NO
		Are resources to <b>connect with families</b> about financial education included?	<input type="radio"/> YES <input type="radio"/> NO
<b>3.2</b>	Clearly specifies learning goals.	Do the materials provide <b>instructional goals</b> for each lesson?	<input type="radio"/> YES <input type="radio"/> NO
<b>3.3</b>	Logically sequences content, with content deepening over time.	<p><b>Do the materials:</b></p> <p>provide a <b>progression</b> in which concepts or skills deepen, and students become more independent in developing their understanding over the course of the lesson/module?</p> <p>place <b>new content</b> in the context of earlier and subsequent content?</p> <p>specify <b>prerequisite skills and knowledge</b> needed for each new content area?</p>	<input type="radio"/> YES <input type="radio"/> NO <input type="radio"/> YES <input type="radio"/> NO <input type="radio"/> YES <input type="radio"/> NO <input type="radio"/> N/A
<b>3.4</b>	Aligns with existing standards integrating financial education lessons.	Do the materials explicitly demonstrate how they are aligned to <b>state standards</b> ?	<input type="radio"/> YES <input type="radio"/> NO
<b>3.5</b>	Helps teachers integrate financial education into other subjects as appropriate.	If the curriculum is designed to be taught as part of a course on another subject, do the materials provide guidance for teachers on how to integrate financial education into other subjects?	<input type="radio"/> YES <input type="radio"/> NO <input type="radio"/> N/A
Score: Utility criterion 3		Add up the total number of <b>essential</b> components:	<input type="checkbox"/> YES <input type="checkbox"/> NO
		Add up the total number of <b>beneficial</b> components:	<input type="checkbox"/> YES <input type="checkbox"/> NO

## Utility criterion 4

Do materials include a range of formative and summative assessments to support teaching and help teachers assess mastery?

4.1	Includes formative assessments that measure students' progress, produce data to inform instruction, and align to the summative assessments measuring students' final performance.	Do the materials include: assessment tools for measuring students' <b>progress toward objectives</b> ?	<input type="radio"/> YES <input type="radio"/> NO
		assessment tools for measuring students' <b>attainment of content</b> ?	<input type="radio"/> YES <input type="radio"/> NO
		tools to help <b>teachers interpret</b> the results of formative assessments and use these data in differentiating instruction?	<input type="radio"/> YES <input type="radio"/> NO
4.2	Assesses tools evaluate knowledge, higher-order and analytic skills, and application.	Do the assessments test: financial knowledge and skills?	<input type="radio"/> YES <input type="radio"/> NO
		applying skills and concepts, strategic thinking or metacognition (e.g., <i>monitoring one's own thinking</i> ), and extended thinking (e.g., <i>cause and effect, hypotheses</i> )?	<input type="radio"/> YES <input type="radio"/> NO
4.3	Provides clear performance descriptors and scoring rubrics to assist teachers in evaluating performance	Do materials include <b>examples</b> to help teachers respond to student work? (e.g., <i>examples of strong student work or examples of less-strong student work with model teacher comments</i> )	<input type="radio"/> YES <input type="radio"/> NO
4.4	Includes a variety of assessment tools.	Do the materials include a variety of <b>assessment tools</b> , including guidance for oral questioning, examples of performance tasks, closed-ended tests, and rubrics for evaluating student work?	<input type="radio"/> YES <input type="radio"/> NO
		Are assessments based on information that can be directly observed?	<input type="radio"/> YES <input type="radio"/> NO

## 4.5

Documents assessment methods are accessible, unbiased, and valid.

Are assessment tools:

free of **bias**?

*(e.g., age, race, ethnicity, gender, socioeconomic circumstances, or other characteristics)*

YES  NO

**accessible** to students with cognitive or intellectual disabilities, limited English proficiency, and limited reading ability?

YES  NO

Do the materials document the **validity and reliability** of the assessment tools?

YES  NO

## 4.6

Includes activities that encourage students to summarize and synthesize their learning.

Do the materials provide activities at the end of lessons that encourage students to **summarize or synthesize** their learning?

YES  NO

Score: Utility criterion 4

Add up the total number of **essential** components:

YES  NO

Add up the total number of **beneficial** components:

YES  NO

## Utility criterion 5

Are curriculum materials instructional for teachers, in terms of helping them provide clear and accurate financial education instruction to students?

5.1	Includes tools to help teachers grasp the content communicated within lessons.	Do the materials:	
		include tools to help teachers <b>deepen their content knowledge</b> (e.g., glossaries, teacher notes, pointers to additional resources)	<input type="radio"/> YES <input type="radio"/> NO
		specify recommended <b>prior knowledge</b> that teachers need to deliver lessons?	<input type="radio"/> YES <input type="radio"/> NO <input type="radio"/> N/A
5.2	Includes notes to guide instructional delivery and support for activities requiring higher-order thinking.	Do the materials:	
		differentiate “big ideas” from less critical content, and provide guidance on prioritizing content if necessary?	<input type="radio"/> YES <input type="radio"/> NO
		provide guidance for teachers to identify, anticipate, and address challenges in the lessons? (e.g., notes on how to anticipate student responses, misunderstandings, problems applying ideas)	<input type="radio"/> YES <input type="radio"/> NO
		provide examples of instructional strategies?	<input type="radio"/> YES <input type="radio"/> NO
Score: Utility criterion 5		Add up the total number of <b>essential</b> components:	<input type="checkbox"/> YES <input type="checkbox"/> NO
		Add up the total number of <b>beneficial</b> components:	<input type="checkbox"/> YES <input type="checkbox"/> NO

## Summary: Utility

Instructions: Use your answers from the utility section of the Curriculum Review Tool to summarize the scores.

---

**Criterion 1** Materials provide instructional suggestions designed to support the cognitive development of students' financial capability.

Total number of **essential** components:

\_\_\_ YES \_\_\_ NO

**Meets**

All **essential** components scored "yes"

**Does not meet**

One or more **essential** components scored "no"

**Criterion 2** Materials support engagement among a diverse population of students by providing suggestions to differentiate instruction, exercises, and activities. Consider students' race, ethnicity, gender, income, special education status, and English language proficiency.

Total number of **essential** components:

\_\_\_ YES \_\_\_ NO

Total number of **beneficial** components:

\_\_\_ YES \_\_\_ NO

**Exceeds**

All **essential** components scored "yes"

At least one **beneficial** components scored "yes"

**Meets**

All **essential** components scored "yes"

None of the **beneficial** components scored "yes"

**Does not meet**

One or more **essential** components scored "no"

**Criterion 3** Materials allow teachers to easily plan and deliver financial education instruction to students and integrate lessons into other subjects.

Total number of **essential** components:

\_\_\_ YES \_\_\_ NO

Total number of **beneficial** components:

\_\_\_ YES \_\_\_ NO

**Exceeds**

All **essential** components scored "yes"

At least one **beneficial** components scored "yes"

**Meets**

All **essential** components scored "yes"

None of the **beneficial** components scored "yes"

**Does not meet**

One or more **essential** components scored "no"

**Criterion 4** Materials include a range of formative and summative assessments to support teaching and help teachers assess mastery.

Total number of **essential** components:

\_\_\_ YES \_\_\_ NO

Total number of **beneficial** components:

\_\_\_ YES \_\_\_ NO

**Exceeds**

All **essential** components scored "yes"

At least one **beneficial** components scored "yes"

**Meets**

All **essential** components scored "yes"

None of the **beneficial** components scored "yes"

**Does not meet**

One or more **essential** components scored "no"

**Criterion 5** Curriculum materials are instructional for teachers, in terms of helping them provide clear and accurate financial education instruction to students.

Total number of **essential** components:

\_\_\_ YES \_\_\_ NO

Total number of **beneficial** components:

\_\_\_ YES \_\_\_ NO

**Exceeds**

All **essential** components scored "yes"

At least one **beneficial** components scored "yes"

**Meets**

All **essential** components scored "yes"

None of the **beneficial** components scored "yes"

**Does not meet**

One or more **essential** components scored "no"

---

## Overall score: Utility

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1. How many Utility criteria were exceeded? \_\_\_\_\_

2. How many Utility criteria were met? \_\_\_\_\_

3. How many Utility criteria were not met? \_\_\_\_\_

4. Select how it meets all 5 utility criteria:

**Strong utility:** All 5 criteria were met, and at least one was exceeded

**Moderate utility:** All 5 criteria were met

**Limited utility:** At least one of the criteria was not met

# Quality

Curriculum quality refers to the accessibility, accuracy, objectivity, and visual appeal of the curriculum.

## Instructions

Read through the lesson plans and supporting materials thoroughly. Using these materials as reference, reviewers can then complete the quality section of the Curriculum Review Tool.

Questions representing **essential** criteria are highlighted with dark green. Essential criteria are factors to consider because there is strong evidence that they have a positive impact on student learning.

Questions representing **beneficial** criteria are highlighted with light green to reflect areas that hold promise but may be more relevant and useful for some reviewers.

## Quality criterion 1

Are curriculum materials physically accessible to teachers and students in a typical school setting?

1.1	Web-based materials can be accessed using typical school technology and software; links are viewable and work. Paper-based materials are available for a moderate and clearly stated price.	If there are <b>paper-based materials</b> : Are paper-based materials available at no cost or for a clearly stated price? <i>Cost of materials per student: \$_____</i>	<input type="radio"/> YES <input type="radio"/> NO
		If there are <b>links</b> : Do the links take the user to the appropriate, live website?	<input type="radio"/> YES <input type="radio"/> NO <input type="radio"/> N/A
		If there are <b>web-based materials</b> : Can web-based material be accessed without purchasing specialized software? <i>Specialized software:_____</i>	<input type="radio"/> YES <input type="radio"/> NO <input type="radio"/> N/A
1.2	Copyright limitations on use are minimal and clearly stated.	If there are limitations on use, are <b>limitations clearly specified?</b> <i>(e.g., materials are copyrighted or must be purchased)</i>	<input type="radio"/> YES <input type="radio"/> NO <input type="radio"/> N/A
		Are the materials free from limitations on use that might interfere with delivery in a classroom setting?	<input type="radio"/> YES <input type="radio"/> NO
1.3	Materials are available in alternate languages and include special needs formats <i>(e.g., Braille)</i>	Do the materials include any special needs formats? <i>(e.g., Braille)</i> <i>Special needs formats include:_____</i>	<input type="radio"/> YES <input type="radio"/> NO
		Are the materials available in languages other than English? <i>Languages included: _____</i>	<input type="radio"/> YES <input type="radio"/> NO
1.4	Written materials and physical products are durable and reusable or easy to replace	Are written materials and physical products durable and reusable or easy to replace? <i>(e.g., continued electronic access to materials at no additional cost)</i>	<input type="radio"/> YES <input type="radio"/> NO
Score: Quality criterion 1		Add up the total number of <b>essential</b> components:	<input type="checkbox"/> YES <input type="checkbox"/> NO
		Add up the total number of <b>beneficial</b> components:	<input type="checkbox"/> YES <input type="checkbox"/> NO

## Quality criterion 2

Are curriculum materials current and free of error?

2.1	Materials are revised regularly and the date of publication or revision is clearly stated.	Have some or all of the materials been published or updated within the <b>last three years</b> ?	<input type="radio"/> YES <input type="radio"/> NO
2.2	Materials do not contain factual errors or internal inconsistencies.	Are the materials free of factual errors?	<input type="radio"/> YES <input type="radio"/> NO
		Are the materials internally consistent such that none of the material contradicts another part of the material?	<input type="radio"/> YES <input type="radio"/> NO
2.3	Materials do not contain errors.	Are the materials free of spelling, punctuation, formatting, grammatical, and layout errors?	<input type="radio"/> YES <input type="radio"/> NO
Score: Quality criterion 2		Add up the total number of <b>essential</b> components:	<input type="checkbox"/> YES <input type="checkbox"/> NO

## Quality criterion 3

Are curriculum materials objective?

3.1	Materials differentiate between fact and interpretation, and discuss differing viewpoints.	Are interpretations or opinions clearly identified as such, rather than presented as facts?	<input type="radio"/> YES <input type="radio"/> NO
		Do the materials often present differing viewpoints? (e.g., preferences for modes of savings)	<input type="radio"/> YES <input type="radio"/> NO
3.2	Materials show diversity. Text, illustrations, and activities are culturally sensitive.	Do the materials reflect diversity in areas such as age, race/ethnicity, gender, and household income?	<input type="radio"/> YES <input type="radio"/> NO
		Is the content culturally sensitive? (e.g., examples are culturally relevant, free from stereotypes and derogatory terms)	<input type="radio"/> YES <input type="radio"/> NO
3.3	Materials do not promote branded products, and do explicitly identify funders and authors.	Are the authors and funders of development and dissemination clearly disclosed?	<input type="radio"/> YES <input type="radio"/> NO
		Do the materials abstain from promoting particular branded products or specific financial service providers? (e.g., free of slogans, logos, and statements promoting specific branded products or providers)	<input type="radio"/> YES <input type="radio"/> NO
		Are the authors' credentials presented and do the credentials demonstrate financial education expertise?	<input type="radio"/> YES <input type="radio"/> NO
Score: Quality criterion 3	Add up the total number of <b>essential</b> components:	<input type="checkbox"/> YES <input type="checkbox"/> NO	
	Add up the total number of <b>beneficial</b> components:	<input type="checkbox"/> YES <input type="checkbox"/> NO	

## Quality criterion 4

Is the visual appearance of the student materials conducive to learning?

4.1	The design supports learning rather than distracts <i>(e.g., visuals reinforce main points, consistent formatting throughout).</i>	Are the visuals <b>informative</b> and <b>related to the text</b> ?	<input type="radio"/> YES <input type="radio"/> NO
		Do the visuals focus on <b>core concepts</b> ? <i>(e.g., not prioritizing unimportant information because it is easier to display)</i>	<input type="radio"/> YES <input type="radio"/> NO
		Are visual displays clearly <b>labeled</b> and in <b>close proximity to related text</b> ?	<input type="radio"/> YES <input type="radio"/> NO
		Is the content organized <b>logically</b> and <b>consistently</b> ?	<input type="radio"/> YES <input type="radio"/> NO
4.2	The formatting is clear and easy to read <i>(e.g., serif font of sufficient size, appropriate spacing, limited use of capitals).</i>	Is the text <b>easy to read</b> ? <i>(e.g., simple fonts, serif, large enough type, normal spacing, unjustified paragraphs, white spaces between columns, capitalization consistent with normal use)</i>	<input type="radio"/> YES <input type="radio"/> NO
		Are web-based materials organized in <b>logical</b> and <b>manageable sections</b> ?	<input type="radio"/> YES <input type="radio"/> NO
		Is the web-based presentation <b>readable</b> ? <i>(e.g., maximum of 60 characters per line, use of full screen)</i>	<input type="radio"/> YES <input type="radio"/> NO
		Are web-based materials <b>easy to navigate</b> ? <i>(e.g., organized with a menu, easy to switch between lessons/sections, able to resume where last left off)</i>	<input type="radio"/> YES <input type="radio"/> NO

Score: Quality criterion 4

Add up the total number of **essential** components:

YES  NO

# Summary: Quality

Instructions: Use your answers from the quality section of the Curriculum Review Tool to summarize the scores.

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**Criterion 1** Curriculum materials are physically accessible to teachers and students in a typical school setting.

Total number of **essential** components:

YES  NO

Total number of **beneficial** components:

YES  NO

- Exceeds**  
All **essential** components scored "yes"  
At least one **beneficial** components scored "yes"
- Meets**  
All **essential** components scored "yes"  
None of the **beneficial** components scored "yes"
- Does not meet**  
One or more **essential** components scored "no"

**Criterion 2** Curriculum materials are current and free of error.

Total number of **essential** components:

YES  NO

- Meets**  
All **essential** components scored "yes"
- Does not meet**  
One or more **essential** components scored "no"

**Criterion 3** Curriculum materials are objective.

Total number of **essential** components:

YES  NO

Total number of **beneficial** components:

YES  NO

- Exceeds**  
All **essential** components scored "yes"  
At least one **beneficial** components scored "yes"
- Meets**  
All **essential** components scored "yes"  
None of the **beneficial** components scored "yes"
- Does not meet**  
One or more **essential** components scored "no"

**Criterion 4** The visual appearance of the student materials is conducive to learning.

Total number of **essential** components:

YES  NO

**Meets**

All **essential** components scored "yes"

**Does not meet**

One or more **essential** components scored "no"

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**Overall score: Quality**

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1. How many quality criteria were exceeded? \_\_\_\_\_

2. How many quality criteria were met? \_\_\_\_\_

3. How many quality criteria were not met? \_\_\_\_\_

4. Select how it meets all 4 quality criteria:

**Strong quality:** All 4 criteria were met, and at least one was exceeded

**Moderate quality:** All 4 criteria were met

**Limited quality:** At least one of the criteria was not met

# Efficacy

The efficacy of the curriculum refers to the impact of the curriculum on students, as measured in high-quality research studies.

## Instructions

Before answering the following questions, familiarize yourself with the research studies on the impact of the curriculum. You may also skim the provider's claims of effects (often on the provider's website) to determine if any studies were missed earlier. In some cases, there may be few or no rigorous research studies to analyze.

The sections to read especially closely are:

- **Citation**, which indicates whether the study was recent
- **Abstract**, which indicates which curriculum was being reviewed, the study design, and the findings
- **Study design**, which indicates whether the study format included a comparison group and the outcome measures; this information might also be in the sample and measures sections
- **Results**, which provides the findings

Answer the first set of questions (Inclusion Criterion) for each study. These questions will help you determine if it's a strong study. Answer the remaining questions for all of the strong studies.

Questions representing **essential** criteria are highlighted with dark green. Essential criteria are factors to consider because there is strong evidence that they have a positive impact on student learning.

Questions representing **beneficial** criteria are highlighted with light green to reflect areas that hold promise but may be more relevant and useful for some reviewers.

## Inclusion criterion

Is the study strong?

*These questions should be answered for each study.*

<b>1.1</b>	The study uses a rigorous design, such as a randomized controlled trial (RCT) or quasi-experimental design, with a comparison group.	Does the study use a comparison group? <i>(e.g., state averages, students not participating in the intervention)</i>	<input type="radio"/> YES <input type="radio"/> NO
		Does the study use an RCT design or a quasi-experimental design with a comparison group shown to be similar on observable characteristics?	<input type="radio"/> YES <input type="radio"/> NO
<b>1.2</b>	Study procedures and implementation are thoroughly described, including the practices or curricula the treatment and comparison groups receive.	Does the study adequately describe the intervention received by the treated students and (if applicable) the materials/practices delivered to the comparison students?	<input type="radio"/> YES <input type="radio"/> NO
<b>1.3</b>	Study is carried out well, with minimal overall and differential attrition, and there were no viable alternative explanations for the findings other than possible initial differences between groups.	Is the study free of possible alternative explanations other than possible initial differences between groups?	<input type="radio"/> YES <input type="radio"/> NO
		Are the levels of attrition low, as defined by the What Works Clearinghouse? <i>(e.g., differential attrition below 11%)</i>	<input type="radio"/> YES <input type="radio"/> NO

1.4	The study outcome measures are valid and reliable, and outcome data are collected the same way across subjects.	Is there at least one student-level outcome?	<input type="radio"/> YES <input type="radio"/> NO
		Is the student outcome measure clearly defined and a measure of the intended construct?	<input type="radio"/> YES <input type="radio"/> NO
		Are the student outcome measures collected in the same manner for all study participants?	<input type="radio"/> YES <input type="radio"/> NO
		Does the study measure student financial knowledge, attitudes, or behavior?	<input type="radio"/> YES <input type="radio"/> NO
		Does the study measure student financial behavior?	<input type="radio"/> YES <input type="radio"/> NO
		Does the study measure student outcomes immediately after the curriculum has been completed and at least three months later?	<input type="radio"/> YES <input type="radio"/> NO
		Does the study collect student outcome data from a source other than (or in addition to) the students?	<input type="radio"/> YES <input type="radio"/> NO

1.5	The data are analyzed using appropriate statistical techniques.	Is the analysis performed using appropriate statistical techniques? <i>(e.g., correct test of significance correct level of analysis)</i>	<input type="radio"/> YES <input type="radio"/> NO
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1.6	Evidence of impact is recent enough to be relevant.	Was the study performed in the last 10 years?	<input type="radio"/> YES <input type="radio"/> NO
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Score: Efficacy inclusion criterion	Add up the total number of <b>essential</b> components:	<input type="checkbox"/> YES <input type="checkbox"/> NO
	Add up the total number of <b>beneficial</b> components:	<input type="checkbox"/> YES <input type="checkbox"/> NO

If all essential components scored "yes," complete criteria 2 and 3.  
If one or more beneficial components scored "no," do not complete criteria 2 and 3.

## Scope of evidence

Is the body of evidence strong? *These questions should be answered for all studies that meet the inclusion criterion.*

2.1	There is sufficient research to judge efficacy.	Are there at least two evaluations of the curriculum?	<input type="radio"/> YES <input type="radio"/> NO
		Do the evaluations, collectively or individually, include at least 350 students or 14 classrooms?	<input type="radio"/> YES <input type="radio"/> NO
2.2	The studies examine the range of participants and settings for which the curriculum was designed.	Do the evaluations, collectively or individually, span the range of participants (e.g., grade levels) and settings (e.g., in class instruction) for which the curriculum was designed?	<input type="radio"/> YES <input type="radio"/> NO
Score: Scope of evidence		Add up the total number of <b>essential</b> components:	<input type="checkbox"/> YES <input type="checkbox"/> NO
		Add up the total number of <b>beneficial</b> components:	<input type="checkbox"/> YES <input type="checkbox"/> NO
		<input type="radio"/> <b>Large body of evidence</b> The essential component scored "yes" At least one beneficial components scored "yes"	
		<input type="radio"/> <b>Moderate body of evidence</b> The essential component scored "yes" None of the beneficial components scored "yes"	
		<input type="radio"/> <b>Small body of evidence</b> The essential component scored "no"	

## Efficacy criterion

Does the body of evidence support conclusions of consistent, strong, positive impact? *These questions should be answered for all studies that meet the inclusion criterion.*

3.1	Positive impacts are statistically significant and substantively important	Does at least one evaluation indicate positive effects significant at the 10% level?	<input type="radio"/> YES <input type="radio"/> NO
3.2	The studies examine the range of participants and settings for which the curriculum was designed.	Do all evaluations indicate either a positive effect or no effect? <i>(i.e., not a statistically significant negative effect)</i>	<input type="radio"/> YES <input type="radio"/> NO
		Do at least two evaluations indicate statistically significant positive effects with no evaluation indicating statistically significant negative effects?	<input type="radio"/> YES <input type="radio"/> NO
Score: Efficacy criterion		Add up the total number of <b>essential</b> components: Add up the total number of <b>beneficial</b> components:	<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> YES <input type="checkbox"/> NO
<p><input type="radio"/> <b>Strong evidence of efficacy</b>          Large or moderate body of evidence          Both essential efficacy components scored "yes"          The beneficial efficacy component scored "yes"</p> <p><input type="radio"/> <b>Moderate evidence of efficacy</b>          Large or moderate body of evidence          Both essential components scored "yes"          The beneficial component scored "no"</p> <p><input type="radio"/> <b>Mixed evidence of efficacy</b>          Mixed body of evidence          Essential efficacy component 3.1 scored "yes"          Essential efficacy component 3.2 scored "no"</p> <p><input type="radio"/> <b>Limited evidence of efficacy</b>          Small body of evidence          Both essential efficacy components scored "no"</p> <p><input type="radio"/> <b>Not enough information</b></p>			

# Summary findings

Summarize and describe what you found in your review. For each curriculum, transfer the overall score for each dimension in the Curriculum Review Tool, and summarize the assets and gaps for each dimension.

Reviewer name: \_\_\_\_\_ Review date: \_\_\_\_\_

Curriculum name: \_\_\_\_\_

Grade focus: \_\_\_\_\_ Publication date: \_\_\_\_\_

## Content score (pages 20, 28, 37)

The overall score:  Strong  Moderate  Limited

**Assets:** List the assets for curriculum content

**Gaps:** List the gaps for curriculum content

## Utility score (page 48)

The overall score:  Strong  Moderate  Limited

**Assets:** List the assets for curriculum utility

**Gaps:** List the gaps for curriculum utility

## Quality score (page 55)

The overall score:  Strong  Moderate  Limited

**Assets:** List the assets for curriculum quality

**Gaps:** List the gaps for curriculum quality

## Efficacy score (page 60)

The overall score:  Strong  Moderate  Mixed  Limited  Not enough information

**Assets:** List the assets for curriculum efficacy

**Gaps:** List the gaps for curriculum efficacy