After studying this chapter, you should be able to
1. describe several processes for evaluating the curriculum.
2. explain the major features of at least two models of curriculum evaluation.
3. describe how one or more models of curriculum evaluation can be used by curriculum planners.
4. select and apply a model of curriculum evaluation.
5. describe eight principles of curriculum construction and explain their significance to curriculum planners.

Terms to Know
- educational evaluation (p. 409)
- instructional evaluation (p. 409)
- curriculum evaluation (p. 409)
- evaluation vs. research (p. 413)
- eight concepts of curriculum construction (pp. 416 & 436)
  - scope (p. 417)
    - organizing center (p. 418)
    - organizing thread or element (p. 418)
    - aims procedure (p. 419)
  - relevance (p. 420)
    - associative use of knowledge (p. 422)
    - interpretive use of knowledge (p. 422)
    - applicative use of knowledge (p. 422)
  - balance (p. 423)
    - variables related to balance (pp. 424-425)
  - integration (p. 426)
    - subject matter curriculum (pp. 426 & 251-256)
    - activity curriculum (pp. 426 & 237-240)
    - core curriculum (pp. 426 & 247-251)
    - correlation (p. 427)
    - interdisciplinary (p. 427)
  - sequence (p. 428)
    - ways to sequence course content (p. 429)
    - prerequisite skills (p. 430)
    - sequencing according to need (p. 430)
    - macrosequencing (pp. 430-431)
    - microsequencing (p. 431)
  - continuity (p. 431)
spiral curriculum (p. 432)
preassessment’s role in continuity (p. 432)
  • articulation (p. 432)
    • horizontal vs. vertical (p. 432)
    • personal articulation (p. 433)
  • transferability (p. 434)
    • current beliefs about transfer (p. 435)
    • guided discover (pp. 435-436)
• formative evaluation (pp. 437 & 376)
• summative evaluation (pp. 437 & 377)
• validate (p. 437)
• context evaluation (p. 440)
• curriculum mapping (p. 440)
• curriculum audit (p. 441)
• empirical data (p. 442)
• dubious bases for evaluating curricular innovations (last sentence of p. 442)
• four types of evaluation (p. 445)
  • context evaluation (pp. 445-446)
  • input evaluation (pp. 445-446)
  • process evaluation (pp. 445-446)
  • product evaluation (pp. 445-446)
• four types of change (p. 445)
  • neomobilistic change (p. 445)
  • incremental change (p. 447)
  • homeostatic change (p. 447)
  • metamorphic change (p. 447)
• three types of process research (p. 447)
  • noninferential studies (p. 447)
  • investigation of causal claims (p. 447)
  • formative evaluation (p. 448)
• outcome or program evaluation (p. 449)
Points to Consider

A. Recall the Oliva model for curriculum planning (ch. 5, p. 138). See the circle marked XII (“evaluation of curriculum”)? This chapter (ch. 13) expands on that step in the curriculum development process.

In fact, keep looking at the flowchart on p. 138, and let’s review your reading to this point:

<table>
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<tr>
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<th>Chapter</th>
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<td>16</td>
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<td>XII</td>
<td>17</td>
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</table>

B. What are the three secrets of evaluation (p. 408)?

C. Referring to Oliva’s model of curriculum development, what components of curriculum ought to be affected by evaluation of the curriculum (p. 411)? At what stage of the curriculum development process ought evaluation to occur (same page)?

D. Put into your own words Oliva’s explanation of how instruction and curriculum differ (p. 412). What are we looking for when we evaluate the curriculum (p. 413)?

E. Oliva offers two limited models for evaluating the curriculum:

   - assessing the curriculum objectives (pp. 414-415)—evaluating the school’s programs (not specific courses’ units and lessons) and the accomplishments of groups of students (not specific students in a particular course)
   - assessing the guiding principles of curriculum construction and organization (pp. 415-416)—evaluating the degree to which the school implements basic principles including scope, relevance, balance, integration, sequence, continuity, articulation, and transferability
F. Oliva spends a good portion of the chapter elaborating on the eight concepts of curriculum construction (p. 416). List them and, for each, write an explanation in your own words that will help you understand what the concept involves for teachers when planning and when evaluating the curriculum.

G. Oliva offers two comprehensive models for evaluating the curriculum:

- Saylor, Alexander, and Lewis model (p. 437)—evaluating the goals, subgoals, and objectives; the program of education as a totality; the specific segments of the education program; instruction; and the evaluation program itself (p. 438)

- CIPP model (p. 443)—evaluating the context, input, process, and product (p. 444)

H. Oliva clarifies the types of evaluation that are needed at the various stages of the curriculum development model (pp. 447-449):

- needs assessment—when beginning to define the curriculum (p. 138, Steps I and II)
- validation—when determining curriculum goals and objectives (p. 138, Steps III and IV)
- context evaluation—when defining the curriculum and its goals and objectives (p. 138, Steps I-IV)
- input evaluation—when organizing the curriculum (p. 138, Step V)
- process evaluation—when implementing the curriculum (p. 138, Step V)
- product evaluation—when evaluating the curriculum (p. 138, Step XII)

I. The Joint Committee on Standards for Educational Evaluation identified four attributes of a curriculum evaluation (p. 449):

- utility—to ensure that an evaluation will serve the information needs of intended users
- feasibility—to ensure that an evaluation will be realistic, prudent, diplomatic, and frugal
- propriety—to ensure that an evaluation will be conducted legally, ethically, and with due regard for the welfare of those involved in the evaluation, as well as those affected by its results
- accuracy—to ensure that an evaluation will reveal and convey technically adequate information about the features that determine worth or merit of the program being evaluated

Related Links
- professional resource (p. 452): [Curriculum Integration](#)
- video (p. 453): [Curriculum Mapping: Charting the Course for Content](#)
- video (p. 453): [Getting Results with Curriculum Mapping](#)
- site (p. 453): [Educational Resources Information Center](#)
- site (p. 453): [Effective Schools Process](#)
- site (p. 453): [National Center for Accelerated Schools](#)
- site (p. 453): [National Study of School Evaluation](#)