

# Essential Elements material/curriculum Screening Rubric

June 21, 2007; E. Johannes

Potential elements –

## Step 1: Evidence of Effectiveness

*Has the material/curriculum found to be effective in supporting 4-H professionals in the intentional inclusion of the essential elements in youth development programming? If so, what was the quality of the evidence?*

- 0 = no evidence of effectiveness; little or no link to intentional practice supporting the Essential Elements.
- 1 = evaluation study was conducted by internal or external source, evaluation document identified; evidence of logic, potential theory of behavior change or adoption of new practices
- 2 = evaluation study presented at peer review national conference, presentation identified; study documented in a professional but not peer reviewed or refereed publication/journal
- 3 = some objective data collected by external/objective source and is published in peer-reviewed/refereed journal
- 4 = some published data in peer reviewed journal showing evidence of effective results among target audience in appropriate context; expert consensus
- 5 = published in referred journal, data collected through rigorous trials, study showed evidence with target population in similar delivery setting; cited in multiple replication trials, meta-analysis reports

## Step 2: Materials/Curriculum Features

*How well was the material or curriculum designed for 4-H professionals?*

### Framework characteristics

- Is the material intended to inform, motivate, instruct, evaluate, and/or advocate?
- Does the material/curriculum support the goals of the Essential Elements Team initiative?
- Have the material/curriculum goals been stated clearly?

### Content characteristics

- Does the material make sense?
- Is the material written at an appropriate reading level for the targeted audience?
- Does the materials have enough information to meet the goals of the Essential Elements Team initiative?
- Is the materials relevant to the learners' interests, needs, context?
- Is the content interesting?
- Is the material/curriculum well designed?
- Is the material intended to be presented by a leader, used as self-study, presented through distance learning?

### If intended for presentation, Instructional characteristics

- Is the material/curriculum clear and easy to follow?
- Does the material/curriculum actively engage the learner?
- Does the material/curriculum use learning principles, learning styles effectively?
- Does the material/curriculum include evaluation procedures?
- Does the material/curriculum encourage learners to act on information presented?

### Dissemination characteristics

- Can the material be used without supplement information?
- Is the material/curriculum accessible, available, affordable, acceptable?

### **Step 3: Theory of Behavior Change or Adoption of Essential Element Practices**

- Did the material/curriculum use behavior change theory (e.g., active learning or experiential learning; modeling for mastery of behavior, self-regulation) for the behavior or desired adoption of essential elements practices?
- If so, how well did the material/curriculum adhere to the theory throughout its lessons?