History evaluation tool

Tool for evaluating a teaching and learning program for history K-10

Name of program/unit –

Evaluated by –

Complete the table below

Table 1 Evaluation tool

|  |  |  |  |
| --- | --- | --- | --- |
| Criterion | Rating – strength | Rating – area for improvement | Suggested action |
| Explicitly includes outcomes from the NESA History K-10 Syllabus |  |  |  |
| Accurately identifies syllabus content, including Australian Curriculum statements |  |  |  |
| Key inquiry questions are included as part of the historical inquiry process |  |  |  |
| Identifies key historical concepts and skills for deep learning and understanding |  |  |  |
| Relevant and engaging learning activities logically sequenced |  |  |  |
| Appropriate quality teaching strategies to engage students and promote effective learning |  |  |  |
| Builds on prior learning |  |  |  |
| Sets high expectations for student learning, providing support through scaffolding where required |  |  |  |
| Identifies opportunities for teaching relevant learning across the curriculum content |  |  |  |
| Relevant and engaging quality assessment, related to outcomes and historical concepts and skills, as part of the teaching and learning sequence |  |  |  |
| Includes a range of appropriate resources to support learning and teaching |  |  |  |
| Caters for all learners, including learning difficulties or disabilities, EAL/D, HPGE, different learning styles |  |  |  |
| Allows for an evaluation of the teaching and learning sequence |  |  |  |