

WA Sexual Health Education Curriculum Design Rubric

Curriculum:		Grade:		Date:	
				Reviewer #:	

Washington Sexual Health Education Legislative Requirements (RCW 28A.300.475 and RCW 28A.230.070)	N/A	Strongly Disagree	Disagree	Agree	Strongly Agree
Materials are medically and scientifically accurate. ¹					
Materials are age- and developmentally appropriate.					
Materials are inclusive of all students, using language and strategies that recognize all members of protected classes.					
Materials include information about abstinence and other methods of preventing unintended pregnancy and sexually transmitted diseases, neither to the exclusion of the other. <i>(Not developmentally appropriate for K-5 except for required HIV prevention instruction covered below. Select N/A for K-5 materials.)</i>					
For materials used for HIV Prevention Education, please assess the following items: <i>(Not required in grades K-4. Select N/A for K-4 materials)</i>					
Materials address HIV/AIDS, its transmission, and its prevention.					
Materials include behaviors that place a person at risk of contracting HIV and methods to avoid such risk.					

¹ This item represents the opinion of the reviewer. A full medical and scientific accuracy review of the materials should use the Accuracy Analysis Rubric and should be completed by a person with deep clinical expertise in the content area. This could be WA Department of Health, or a team including county health department, family planning clinic, or university clinical staff for example.

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Bias-free Materials Requirements (WAC 392-190-055) <i>(note: OSPI's Screening for Biased Content in Instructional Materials tool is available for more in-depth bias reviews)</i>	N/A	Strongly Disagree	Disagree	Agree	Strongly Agree
Character traits such as courage, leadership, intelligence, integrity, etc. are distributed among diverse groups (genders/gender identities; races/ethnicities/cultures/tribal citizens; persons with disabilities; sexual orientations)					
Intimate and family relationships are presented in a variety of ways and are not limited to heterosexual, same-race, same ability status, or traditional nuclear family configurations.					
Materials use inclusive language, and are free from the language of racism, sexism, ableism, homophobia, and transphobia.					
Oversimplified generalizations, stereotypes, and images of groups are avoided. People of all groups are presented in a variety of dress and activities, not just associated with the group's traditional or historical roles or culture.					

Curriculum Design	N/A	Strongly Disagree	Disagree	Agree	Strongly Agree
The design, graphics, and language are engaging and current.					
Quality student materials, such as texts, assessments, handouts, and audiovisuals are provided.					
Helpful teacher guidance and teaching aids are provided.					
Digital materials are consistent with the learning objectives and scope & sequence of the program, are easy to access, and incorporate updates as needed.					

Learning Objectives	N/A	Strongly Disagree	Disagree	Agree	Strongly Agree
Learning objectives are clearly written and are measurable.					
Learning objectives address important concepts and skills that support healthy behavioral outcomes.					
The learning objectives address cognitive, affective, and skills domains.					
Lesson plans include learning objectives, prerequisites, aligned activities, assessment, additional resources, and closure.					

Teacher Guidance & Preparation	N/A	Strongly Disagree	Disagree	Agree	Strongly Agree
Background information is provided to assist the teacher, including assistance to set up conversations with students on the topics.					
Clear, step-by-step procedures are provided to implement the curriculum.					
Essential learning materials, handouts, and other instructional tools are provided to reduce teacher preparation time.					
Guidance is provided to help the teacher adapt materials or differentiate instruction based on a variety of students' learning needs including the needs of English Learners.					

Instructional Strategies	N/A	Strongly Disagree	Disagree	Agree	Strongly Agree
Instructional strategies use interactive and/or experiential methods.					
Instructional strategies are culturally responsive and diverse.					
Instructional strategies are developmentally appropriate.					
Instructional strategies provide learning opportunities outside of the classroom, such as family or community activities.					

Teaching Health Skills	N/A	Strongly Disagree	Disagree	Agree	Strongly Agree
Each lesson plan reinforces the one before it and sets the stage for the next one.					
Guidance is provided to model or demonstrate health skills.					
Teaching strategies are provided to guide students' in-class and independent skills practice.					

Student Assessment	N/A	Strongly Disagree	Disagree	Agree	Strongly Agree
A variety of assessments are provided to measure students' knowledge acquisition and skill performance.					
Criteria are provided to help assess student learning.					
Opportunities for students to assess their own progress and understanding are provided.					

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Promoting Healthy Norms	N/A	Strongly Disagree	Disagree	Agree	Strongly Agree
Opportunities for peer-to-peer activities are provided.					
Activities designed to influence the behavior of others are included.					
Activities designed to counter student perceptions that many of their peers engage in unhealthy or risky behaviors are provided.					
Strategies to actively engage parents, guardians, and caregivers in promoting healthy values and behaviors are included.					