

Accuracy Analysis

Directions: Assess the accuracy of the health, medical, and scientific information in the curriculum. Consider if the information is scientifically sound, medically accurate, and current.

Some questions to consider when analyzing accuracy include

- Does the curriculum use accurate and appropriate terminology?
- Are data, information, and sources of information current?
- Are data medically accurate?
- Are data represented accurately in charts, graphs, and written text?
- Are statements of fact based on data and sound science rather than anecdotal information or subjective opinion?
- Is information about data sources provided so that the accuracy of data and facts can be verified?
- Are facts and information based on appropriate data? For example, are national trends supported with national data rather than state or local data? Are youth trends supported with youth data rather than adult data?
- Do statements of fact or conclusion accurately represent the data? Is the information distorted or exaggerated?
- Are sources of data clear and credible? Are they from a reputable public health or professional source?

If information is unsound, medically inaccurate, subjective, or out of date, complete items A–E on the *Accuracy Analysis Chart* on page CH4-3. Use the directions below to complete the chart.

- A.** In column A, list the page(s) in the curriculum where faulty information appears.
- B.** In column B, briefly describe the errors.
- C.** In column C, indicate how difficult or easy it would be to correct the errors by marking the appropriate checkbox.

For example, inaccurate information in a teacher's guide might be easy to replace with a district-developed teacher supplement. Inaccurate information in a printed textbook might be more difficult to correct, because the developer would have to revise and republish the book.
- D.** In column D, briefly describe what needs to be done to correct the problem.
- E.** In column E, indicate if the corrections would require substantial costs in time or money to complete by marking the appropriate checkbox.

Complete the *Accuracy Analysis Score* on page CH4-4, based on information from the *Accuracy Analysis Chart*.

Transfer the final score to the *Accuracy Analysis* line on the *Overall Summary Form*, Chapter 3.

| Accuracy Analysis Chart | | Curriculum Name _____ | | |
|-----------------------------|--------------------------|--|---|---|
| A Page in the curriculum | B Describe the errors | C Indicate the degree of difficulty to correct the errors | D Describe what needs to be done to correct the errors | E Is the correction costly? |
| | | <input type="checkbox"/> Very difficult <input type="checkbox"/> Difficult <input type="checkbox"/> Easy <input type="checkbox"/> Very Easy | | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| | | <input type="checkbox"/> Very difficult <input type="checkbox"/> Difficult <input type="checkbox"/> Easy <input type="checkbox"/> Very Easy | | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| | | <input type="checkbox"/> Very difficult <input type="checkbox"/> Difficult <input type="checkbox"/> Easy <input type="checkbox"/> Very Easy | | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| | | <input type="checkbox"/> Very difficult <input type="checkbox"/> Difficult <input type="checkbox"/> Easy <input type="checkbox"/> Very Easy | | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| | | <input type="checkbox"/> Very difficult <input type="checkbox"/> Difficult <input type="checkbox"/> Easy <input type="checkbox"/> Very Easy | | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| | | <input type="checkbox"/> Very difficult <input type="checkbox"/> Difficult <input type="checkbox"/> Easy <input type="checkbox"/> Very Easy | | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| | | <input type="checkbox"/> Very difficult <input type="checkbox"/> Difficult <input type="checkbox"/> Easy <input type="checkbox"/> Very Easy | | <input type="checkbox"/> Yes <input type="checkbox"/> No |

(Make additional copies of this page if necessary)
 Proceed to page CH4-4 after completing the Accuracy Analysis Chart

Accuracy Analysis

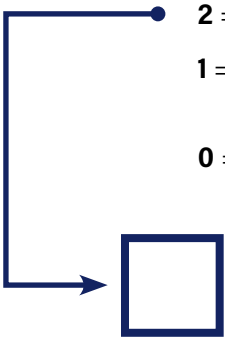
Name of Curriculum: _____

| | |
|----------------------------|-------------------|
| Name of Reviewer(s): _____ | Credentials _____ |
| _____ | Credentials _____ |
| _____ | Credentials _____ |
| _____ | Credentials _____ |
| _____ | Credentials _____ |

Accuracy Analysis Score: Using the information from the Accuracy Analysis Chart, score the curriculum based on its accuracy and the extent to which the correction of any errors can be reasonably completed.

(Write the score in the Accuracy Analysis Score box below.)

- 4 = No corrections are necessary.
- 3 = A few minor errors or problems are evident, but they are easy to correct.
- 2 = Many minor errors or problems are evident, but they are easy to correct.
- 1 = Major errors and problems are evident, and one would be difficult or costly to correct.
- 0 = Major errors and problems are evident, and more than one would be difficult or costly to correct.



Accuracy Analysis Score: Transfer the score from this box to the Accuracy line on the *OVERALL SUMMARY FORM* (Chapter 3). A score of **"0"** indicates that the curriculum should be eliminated from further consideration.

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise items to reflect community needs and to meet the curriculum requirements of the school district.