



# Washington State SNAP-Ed Curriculum Rubric

## CTW Version

---

Developed by the Curriculum, Training and Websites  
Team (CTW) to support Washington State SNAP-Ed

This institution is an equal opportunity employer. User material funded by USDA'S Supplemental Nutrition Assistance Program—SNAP.

This rubric was developed in collaboration with [Leah's Pantry](#) during FFY22.

# Table of Contents

<b>Explanatory Summary and Instructions</b>	<b>3</b>
<b>Curriculum Cover Page</b>	<b>4</b>
<b>Focused Content</b>	<b>5</b>
<b>Ecological</b>	<b>6</b>
<b>Instructional Design</b>	<b>10</b>
<b>Physical Activity</b>	<b>12</b>
<b>Benefits to Facilitator</b>	<b>13</b>
<b>Connection to Multi-Level Interventions</b>	<b>14</b>
<b>Modifications: Recommended or Enacted</b>	<b>15</b>

# Explanatory Summary and Instructions

1. When evaluating a curriculum, consider all components to which you have access: instructor guides, lesson plans, participant handouts, and training programs. If you have implemented the curriculum, participated in a class, or observed someone else implement the curriculum, please consider those experiences in addition to any written components.
2. Especially when using this rubric for the first time, read through the entire document. Something you may expect to see in one section may be placed in another section.
3. The accompanying explainer guide includes further explanation of the ecological indicators since these concepts may be more challenging to evaluate.
4. While this rubric is intended to center equity, it also includes indicators to ensure curriculum that aligns with best practices, SNAP-Ed program and content guidance, and trauma-informed principles.
5. It is assumed that you will use your professional training experience and discretion to analyze curriculum with this rubric. It is not intended to be a completely objective tool and we do expect variation among the indicators based on who is using the rubric and what perspective they're coming from.
6. Based on the strengths and weaknesses of each curriculum you may identify potential modifications at the end of the rubric. If a local implementer is evaluating an enacted (in-use) curriculum there will be an area to identify and record modifications that were made to better serve the community, serving as an archive of how the curriculum best works within the Washington SNAP-Ed Program.
7. PSE considerations are also included as open-ended responses at the end of the rubric. This section is intended to serve as an opening for discussion and conversation rather than an assessment for the rubric.
8. As a caveat, the success of equity-centered direct education rests not merely on the curricula and facilitators but also on efforts of a state program with the commitment and capacity to provide equity-centered and trauma-informed training.
9. Many indicators on this rubric are aspirational. Nutrition programs have not historically been designed from some of the perspectives articulated in this document. This rubric is not intended to disqualify popular, evidence-based curriculum, but it may start conversations to better align programs with an equity frame. This rubric may also serve as inspiration for new curriculum.

# Curriculum Cover Page

Curriculum Name:

Author:

Date Evaluated:

Evaluator:

Evaluator Agency:

**The following will be considered as a part of the evaluation (check all that apply):**

- Lesson Plans
- Instructor Materials
- Participant Handouts
- Training Program
- My own experience implementing the curriculum
- My own experience observing someone else implement the curriculum
- My own experience as a participant

# Focused Content

	Exemplary	Developing	Emerging	Neutral	Unsatisfactory
	★★★★★	★★★★	★★★	★★	★
<b>Focused Content</b>					
<b>Alignment</b>					
1. Content reinforces state goals.					
2. Content is aligned with the stated curriculum goals.					
<b>Suitability</b>					
1. Co-constructed knowledge centering voices of participants (through anchor questions, discussions, identification of strengths).					
2. Appropriate for indicated age and literacy levels.					
<b>Quality</b>					
1. Content is generated from respected sources.					
2. Desirable outcomes match statewide needs assessment.					
3. Compliance with copyright laws and all quoted material cited correctly.					
<b>Accuracy</b>					
1. Contains accurate information.					
2. Content flows seamlessly, without grammatical, syntactical, and typing errors.					
3. Content is aligned with current DGA, current food labeling, etc. Outdated curriculum should score lower.					
Total marks for each category (top row)					
Which category (i.e. “Exemplary”) received the most check marks? Indicate here and provide any additional <b>comments</b> .					

# Ecological

Criteria	Transformative	Developing	Emerging	Neutral	Unsatisfactory
	Many examples identified in the curriculum	Some examples	Occasional examples, but not a defining feature	No examples seen	Opposite features seen in the curriculum
<p><b>Language Availability</b></p> <p>Available in languages and formats that match the needs of relevant SNAP-Ed participants.</p>	Curriculum materials include at least three high quality translations. Facilitator materials may be available in other languages.	Curriculum materials include at least two high quality translations.	Curriculum materials include at least one high quality translation or include virtual materials.	Curriculum is available only in English.	Curriculum is only available in English and includes culturally or linguistically outdated references.
<p><b>Inclusion of Diverse Participants</b></p> <p>Intentionally welcoming to the wide variety of program participants, e.g. BIPOC, differing abilities, body sizes, cultural/linguistic groups, and other social contexts.</p>	Beyond “developing”, curriculum devotes time or provides prompts for conversations about the intersection of equity, stigma, nutrition, and food access in local and/or national contexts.	Beyond “emerging”, curriculum reinforces the acceptance of food choices of others. Does not reinforce body size as not a proxy for health.	Demonstrates recognition of multiple perspectives on SNAP-Ed topics and caters to different cultures, ages, abilities, community contexts, housing situations	Curriculum is not a barrier for facilitators to respond to participant perspectives and characteristics such as culture, age, body size, ability, community context, housing situation.	Reinforces negative stereotypes or assumptions; includes language that may be shaming or stigmatizing around diet, weight, health, or socio-economic factors. May restrict recipes or messages to a single perspective.
<p><b>Notes:</b> <i>(Optional)</i></p>					

Criteria	Transformative	Developing	Emerging	Neutral	Unsatisfactory
	Many examples identified in the curriculum	Some examples	Occasional examples, but not a defining feature	No examples seen	Opposite features seen in the curriculum
<p><b>Respect for the lived experience of participants.</b></p> <p>Demonstrates understanding of and respect for the lived experiences of SNAP-Ed participants. Further, curriculum embraces the fuller meaning of food in life; supports nourishing diets without disrupting other aspects of individual and community relationships with food. Emphasizes outcomes that promote the preservation of food cultural heritage.</p>	Beyond “developing”, demonstrates understanding of nourishment as important to participants in maintaining and preserving elements of their languages, values, food heritage, and community.	Beyond “emerging”, provides space to discuss local/historical issues in the participant community.	Beyond “neutral”, demonstrates recognition of diverse values and provides opportunities to explore multiple perspectives on well-being.	Overall, may disregard but does not judge or devalue audience cultural heritage or economic limitations.	Disruptive to or devaluing of cultural foodways or economic limitations of workshop participants.
<p><b>Empowerment of participants and acknowledgement of systemic barriers to health</b></p> <p>Provides space to recognize historical (e.g. gender-based) and systemic barriers to health.</p> <p>Emphasizes outcomes that promote human freedom, dignity, creativity, curiosity, and emotionally positive experiences.</p>	Beyond “developing”, enhances participant capacity to acquire knowledge, skills, and values that help them think about health in new ways to develop agency to make decisions.	Beyond “emerging”, develops participant appreciation of other perspectives to better understand themselves. Seeks to eliminate shame and guilt. Cultivates joy, curiosity, and novelty.	Recognizes differing perspectives on poverty and food security. Components acknowledge systemic and historical barriers as being more significant contributors to poor health and food insecurity than individual choices.	Recognizes differing perspectives on poverty and food security but does not attribute the burden of responsibility to individuals, systemic barriers, or gendered roles.	Avoids recognition of different perspectives on poverty and food security. Devalues differences in food choices and behaviors and the cultures and personal preferences that create them. May blame individuals.
<p><b>Notes:</b> <i>(Optional)</i></p>					

Criteria	Transformative	Developing	Emerging	Neutral	Unsatisfactory
	Many examples identified in the curriculum	Some examples	Occasional examples, but not a defining feature	No examples seen	Opposite features seen in the curriculum
<p><b>Recipes (if applicable)</b> Foods referenced in the curriculum (including recipes) support the ecological indicators described above.</p>	<p>Beyond “emerging”, the curriculum specifically includes participant feedback in recipe choices.</p>	<p>Participants are involved in recipe choice and modifications are included in curriculum materials <b>and</b> recipes are appropriate for a variety of groups.</p>	<p>Participants are involved in recipe choice and modifications are included in curriculum materials <b>or</b> recipes are appropriate for a variety of groups.</p>	<p>Facilitators are provided with a reasonable amount of recipe choices. Foods referenced in the curriculum may not be inclusive of participant preferences.</p>	<p>Recipes used in the curriculum, or foods referenced, fall into a specific context which may not align with participants preferences or constraints.</p>
<p><b>Belonging and Mattering</b>  Provides space for participants to feel a sense of identity.  Outcomes emphasize participants finding and building upon support <b>Systems, affinity groups, and cultural configurations that feel comfortable to them.</b></p>	<p>Participants to feel accepted and noticed as important members of the class. Participants feel their class contributions are important to their own development and class success.</p>	<p>The curriculum establishes collaboration and community building among participants through activities.</p>	<p>The curriculum makes some allowances for learning within a shared sense of community, but emphasis remains on facilitator-provided information.</p>	<p>The curriculum includes some opportunities for participant interaction, but the emphasis is on the facilitator delivering Information to the group.</p>	<p>The curriculum does not include specific activities that build community among participants.</p>
<p><b>Notes:</b> <i>(Optional)</i></p>					

**Ecological Summary of Responses**

*Because the Ecological section is long, we have provided a summary table here that will pull down your responses from above.*

Criteria	Transformative	Developing	Emerging	Neutral	Unsatisfactory
Language Availability					
Inclusion of Diverse Participants					
Respect for the lived experience of participants.					
Empowerment of participants and acknowledgement of systemic barriers to health.					
Recipes (if applicable)					
Belonging and Mattering					
Total marks for each category (top row)					
Which category (i.e. “Exemplary”) received the most check marks? Indicate here and provide any additional <b>comments</b> .					

**Note:** checking and un-checking these boxes will change your original selections

# Instructional Design

	Exemplary	Developing	Emerging	Neutral	Unsatisfactory
	★★★★★	★★★★	★★★	★★	★
<b>Universal Design of Learning (Everyone will be able to participate in this class regardless of physical abilities.)</b>					
<b>UDL Representation</b>					
1. Information is introduced in a variety of ways e.g. facilitator presentations, handouts, cooking activities, discussions, etc.					
2. Includes materials to facilitate the virtual delivery of content, including in multiple translations to match the needs of participant communities.					
<b>UDL Action and Expression</b>					
1. Curriculum instructions or lesson plan design: provides instruction around or allows for flexibility to engage people with a variety of motor skills and physical abilities. Includes opportunities for regulation and physical movement.					
2. Learning is experienced through multiple means of communication and expression, e.g. through writing, speaking, drawing, crafts, online collaboration tools, self-paced, etc. Exemplary curricula would provide specific guidance or prompts for facilitators in these areas.					
<b>UDL Engagement</b>					
1. Learning experience appropriate to capture participant interests and attention.					
2. Learning experience appropriate to encourage participation in the full series.					
3. Learning experience appropriate for participants to regulate their own efforts, e.g. extenders, self-paced learning, space for participant questions or ideas, or opportunities for continued learning during and after the workshop series is complete.					

Focused Lessons					
Lesson Objectives					
1. Objectives stated clearly for the participant and include what participants will be able to do by the end of the lesson.					
2. Objectives include the conditions and criteria for evaluating the lessons.					
3. Lesson topics thoroughly cover the lesson's objectives.					
Lesson Structure					
1. Lessons have a concise and comprehensive overview.					
2. Structure of lessons meet their instructional objectives.					
3. When considering the series as a whole, lesson plans are balanced with regard to content, discussion, activities across the series.					
Total marks for each category (top row)					
Which category (i.e. “Exemplary”) received the most check marks? Indicate here and provide any additional <b>comments</b> .					

# Physical Activity

	Exemplary	Developing	Emerging	Neutral	Unsatisfactory
	★★★★★	★★★★	★★★	★★	★
Content					
1. Appropriate combination of physical activity and nutrition in alignment with SNAP-Ed Guidance.					
2. Articulates the benefits of physical activity beyond weight management or chronic disease prevention; includes mental wellness, social benefits, connection to nature, etc.					
3. Curriculum materials support the development of motor skills knowledge and its activities support the application of this knowledge.					
Total marks for each category (top row)					
Which category (i.e. “Exemplary”) received the most check marks? Indicate here and provide any additional <b>comments</b> .					

# Benefits to Facilitator

	Exemplary	Developing	Emerging	Neutral	Unsatisfactory
	★★★★★	★★★★★	★★★	★★	★
<b>Facilitator Commitments</b>					
1. Professional knowledge can enhance curriculum delivery.					
2. Curriculum materials adopt an inclusive frame which provides a check on facilitators’ personal commitments to diversity, equity, and inclusion. For example, instructor materials or a training program that encourages the facilitator to consider aspects of a particular group who are engaged by programming or a reflection on their own experiences.					
3. Allows facilitators to share their own experiences.					
<b>Flexibility and Adaptability</b>					
1. Structured to allow facilitators to add content, activities, and extra assessments within the bounds of modification guidelines.					
2. Guidance given for modifications by authors.					
3. Ability to adapt curriculum to participant needs.					
4. Allows for flexible cultural tailoring.					
<b>Facilitator Learning and Development</b>					
1. Curriculum includes access to a training program (formats may vary.) This training program could also be provided by the state team or implementing agency.					
2. Provides instructional materials support.					
Total marks for each category (top row)					
Which category (i.e. “Exemplary”) received the most check marks? Indicate here and provide any additional <b>comments</b> .					

## Connection to Multi-Level Interventions

1. How might this curriculum be an on-ramp for participants to become involved in local food access or community health efforts? For local implementers, could this curriculum build shared language and new relationships that might support community engagement in local SNAP-Ed PSE efforts (such as food policy councils, CNAPs, or school wellness committees?)

Comments

2. How might this curriculum build relationships with local stakeholders critical to the success of your PSE efforts? For example, if you are using this curriculum in schools, will this help create a trusting relationship between teachers and your SNAP-Ed program which might pave the way for strong teacher and administrative engagement in school-based PSEs?

Comments

3. Would this curriculum be an appropriate component of a multi-level intervention strategy in settings served by your agency? For example, would this curriculum be appropriate for direct education in a pantry where you are implementing a pantry-based PSE intervention?

Comments

## Modifications: Recommended or Enacted

Some level of modification or adaptation happens each time a curriculum is implemented. Some of these are minor: small changes to facilitator scripts, adjustments in timeline, or changes to activities to account for group size, age, literacy level, or available materials. Some modifications are more substantial or intentional: deliberate adjustments to anchor questions, elimination of participant handouts that are outdated or inappropriate, addition of new materials, formal translations, etc. In the space below, please comment on any modifications you would recommend to better align with this rubric or the needs of your community.

If you or your agency has implemented this curriculum and made successful modifications, please describe here.