

Teen Dating Violence Educational Materials Assessment Score Sheet

- Use the *Indiana’s Teen Dating Violence Educational Materials Review Rubrics* document to guide your review process of each set of curricular materials.
 - Materials considered to be “curricular materials” would be a set of lessons and the supporting items (e.g. videos, posters, etc.), designed to be taught over a period of multiple sessions. All items submitted by a provider should be considered as a whole when reviewing.
 - Those individual items, not connected or intended to be used in conjunction with a curriculum (i.e. videos, DVDs, posters, brochures, etc.), will be considered “resources”, and for the purposes of our review, should be reviewed using the “Teen Dating Violence Educational Resource Material Review Form”.
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Review Instructions:

1. Using the 1 – 5 scoring option listed in the rubrics, determine the score for each element of each guideline in the rubric, and place your assigned score in the appropriate box in the “Score” column of the Score Sheet.
 2. Add the scores for each guideline and record it in the “Guideline Total” column of the Score Sheet.
 3. When the review of the entire document is finished, add all the scores assigned as the “Guideline Totals”, and record the grand total score in the appropriate box and the bottom of the Score Sheet.
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Curriculum/Program Title: **Owning Up**

List of supporting items reviewed (title and description of item): _____

Target Audience: **Grades 6 through 12**

Criteria	Score	Guideline Total	Grand Total Score
Guideline 1: Develop prevention strategies that promote protective factors			
Does the program...			
a. Promote the development of healthy sexuality?	4		
b. Promote the development of healthy relationships?	4		
c. Seek to foster socially just communities and institutions?	4		
Total for Guideline 1:		12	
Guideline 2: Develop prevention strategies that strive to be comprehensive			
Does the program...			
a. Address multiple levels of the social ecology?	2		
b. Work in multiple settings with (a) given level(s) of the social ecology?	4		
c. Address a common set of risk and protective factors across prevention activities? (define risk and protective factors addressed)	4		
Total for Guideline 2:		10	
Guideline 3: Develop prevention strategies that are concentrated, and can be sustained and expanded over time			
Does the program...			
a. Emphasize high contact/exposure with participants within a limited timeframe?	4		
b. Include follow-up activities connected to the theme/content of the original programming?	3		
Total for Guideline 3:		7	

Criteria	Score	Guideline Total	Grand Total Score
Guideline 4: Develop prevention strategies that use varied teaching methods to address multiple learning processes			
Does the program...			
a. Use active and interactive approaches to engage multiple learning styles?	4		
b. Provide opportunities for the development of new skills?	4		
Total for Guideline 4:		8	
Guideline 5: Develop prevention strategies based on logical, purposeful rationale			
Does the program...			
a. Address the prevention of dating/intimate partner/sexual violence from a common causal foundation?	4		
b. Use scientific and/or community-based participatory research to justify the prevention strategies chosen to address the common causal foundation?	4		
Total for Guideline 5:		8	
Guideline 6: Develop prevention strategies that are developmentally appropriate			
Does the program...			
a. Address risk and protective factors prior to the developmental state in which a problem behavior typically emerges?	3		
b. Tailor content and format to be developmentally appropriate?	4		
Total for Guideline 6:		7	
Guideline 7: Develop prevention strategies in consideration of the diverse cultural beliefs, practices, and community norms of program participants			
Does the program...			

Criteria	Score	Guideline Total	Grand Total Score
a. Appropriately address the range of cultural beliefs, practices, and norms within a given set of participants?	3		
Total for Guideline 7:		3	
Guideline 8: Develop prevention strategies that include a systematic method to determine program effectiveness and promote continuous quality improvement			
Does the program...			
a. Have a mechanism in place to generate process measures?	4		
b. Have a mechanism in place to generate outcome measures?	3		
Total for Guideline 8:		7	
Guideline 9: Develop prevention strategies that have relevant supporting curriculum materials and adequate support for curriculum instructors			
Does the program...			
a. Provide an effective instructional model for teachers?	4		
b. Support teachers' use of effective teaching strategies?	4		
c. Provide support for the work teachers do?	4		
Total for Guideline 9:		12	
Grand Total:			74