Teen Dating Violence Educational Materials Assessment
Final Score Sheet

- The ***Indiana's Teen Dating Violence Educational Materials Review Rubrics*** document was used to guide the 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 are 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.) are considered "resources", and for the purposes of this review, were reviewed using the "Teen Dating Violence Educational Resource Material Review Form".

Review Instructions:

1. Using the 1 – 5 scoring option listed in the rubrics, the score was determined for each element of each guideline in the rubric.
2. Scores from each of the three reviewers for each of the elements of the Guidelines have been averaged and recorded in the appropriate column of the Score Sheet.
3. The final score represents the total of all the scores assigned as the "Guideline Total"; and recorded in the grand total score box at the bottom of the Score Sheet.

Curriculum/Program Title: Shifting Boundaries: Lessons on Relationships for Students in Middle School.

List of supporting items reviewed (title and description of item): Shifting Boundaries Curriculum, Shifting Boundaries Evaluation

Target Audience: 6th and 7th Grade

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?	3		
b. Promote the development of healthy relationships?	3		
c. Seek to foster socially just communities and institutions?	4		
Total for Guideline 1:		10	
Guideline 2: Develop prevention strategies that strive to be comprehensive Does the program…			
a. Address multiple levels of the social ecology?	4		
b. Work in multiple settings with (a) given level(s) of the social ecology?	3		
c. Address a common set of risk and protective factors across prevention activities? (define risk and protective factors addressed)	4		
Total for Guideline 2:		11	
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?	4		
Total for Guideline 3:		8	

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?	5		
b. Provide opportunities for the development of new skills?	4		
Total for Guideline 4:		9	
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?	5		
b. Use scientific and/or community-based participatory research to justify the prevention strategies chosen to address the common causal foundation?	5		
Total for Guideline 5:		10	
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?	5		
b. Tailor content and format to be developmentally appropriate?	5		
Total for Guideline 6:		10	
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?	4		
Total for Guideline 7:		4	
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?	5		
b. Have a mechanism in place to generate outcome measures?	5		
Total for Guideline 8:		10	
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:	84