



## Evaluating Financial Literacy Resources

How do you evaluate financial literacy resources for quality and alignment with your program's needs? Use this checklist to review potential financial literacy activities, lessons and curricula with your staff. This checklist has been modified from the [Consumer Finance Protection Bureau's Curriculum Review Tool](#), which you can consult for a more in-depth review process.

Consumer Finance Protection Bureau's Four Dimensions of Quality Youth Financial Education Curricula			
Content	Utility	Quality	Efficacy
Relevant knowledge and skills are covered in the material.	Materials are present that support the facilitator's ability to cover the content.	Materials are accessible, accurate, objective and visually appealing.	The curriculum can produce the results it claims to achieve.

**Step 1:** Identify the financial literacy standards the program will follow. For more information, see the Y4Y tool titled *Financial Literacy Standards Overview and Crosswalk*.

**Step 2:** Identify goals. Answer the following questions:

- What do I hope to teach my students?
- What outcomes do I hope to achieve?

Turn your answers to the above questions into SMART goals.

SMART goals are specific, measurable, achievable, relevant and time bound.

Goal 1	
Goal 2	
Goal 3	

**Step 3:** Identify material that corresponds with the goals identified in Step 2, and assess whether its creator is reputable. Answer the following questions:

- Who created the materials?
- Do the creators have a background in finance or financial literacy?



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**Step 4:** Determine if content is age appropriate and aligned with goals. *(Note: Be sure to have your standards, whether state or national, in front of you to help you determine what's appropriate.)*

Answer the following question:

1. Does the material address the knowledge and/or skill(s) outlined in the goal(s) in a grade-level-appropriate manner?	___ Yes	___ No
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**Step 5:** Assess the level of utility. Answer the following questions:

2. Do the materials provide instructional suggestions on how best to facilitate the content?	___ Yes	___ No
3. Will the materials engage a diverse population of students and suggest ways of differentiating instruction, exercises and activities?	___ Yes	___ No
4. Do the materials help the facilitator to plan and deliver financial education?	___ Yes	___ No
5. Do the materials include a range of assessment that supports tracking student progress and mastery?	___ Yes	___ No
6. Do the materials provide background information for the facilitator in a way that enables the facilitator to provide clear and accurate financial information?	___ Yes	___ No

**Step 6:** Assess level of quality. Answer the following questions:

7. Are all needed materials available to facilitators and students?	___ Yes	___ No
8. Are all materials up-to-date and error free?	___ Yes	___ No
9. Are materials accurate and objective?	___ Yes	___ No
10. Are the materials designed in an interesting and appealing manner?	___ Yes	___ No



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**Step 7:** Assess level of efficacy. Answer the following questions:

11. Has the material been researched by an independent evaluator?	___ Yes	___ No
12. Have multiple research studies been conducted on the material?	___ Yes	___ No
13. Do the studies have similar findings?	___ Yes	___ No
14. Have the studies found the materials to be valid (the materials do what they claim to do) and reliable (results are consistent)?	___ Yes	___ No

**Step 8:** Make final determination. Tally the results in the space provided below, and apply the rating scale to get an overall score based on the four dimensions of quality assessed in steps 4-7.

Total Number	
<i>Yes</i>	<i>No</i>

**Rating scale:** The materials reviewed, in relation to the four dimensions of quality, are (circle your response):

**Strong** – 11 or more Yes responses

**Moderate** – between 8 and 10 Yes responses

**Limited** – between 4 and 7 Yes responses

**Weak** – less than 3 Yes responses