**Aug 2013 Checklist for Curriculum Development: Business & Mgmnt. SL**

Curriculum development is an on-going process. This list provides a description of the elements of instruction and allows for review of each course.

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|  | Details | How complete? / Comments |
| **CPP Matrix*** complete for each course
 | See Matrix review for details | Mostly completeReview the concepts listed for each unit—are you able to assess them all within the unit? If you aren’t, you might want to make amendments! |
| **Assessments*** common summative assessment for each unit
* assessments aligned with standards

unit objectivesState, local external exams* common scoring guide created for each common assessment
 | \*Common means identical\*How does the assessment measure student performance against unit objectives and standards? How does it prepare students for end-of-year assessment?\*Scoring guide should include details—acceptable answers, partial credit, severity of wrong answers and errors, etc. | Summative assessments are listed and common among buildings* review scoring—is a common scoring guide used (where is it located)
* review details such as partial credit, wrong-ness of answers
* ensure that summative assessments build upon each other and prepare students for the end of the year assessment
* create scoring rules & tools (rubrics, etc)
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| **Formative assessment*** minimum of 1 common formative activity/assessment for each unit
* each formative assessment aligns with the summative assessment for the unit
 | \*Formative assessment provides students with feedback so they may improve performance\*Formative assessment is ungraded \*How does the formative prepare students for the summative assessment? | Shift in formative assessments—need to be skill-focused and allow for feedback as opposed to performance indicators (no grades…)Look how the formative coincides with the summative—while some are definite building blocks (unit 1) some others might not specifically relate or are too vague to show link (unit 5) |
| **Resources*** create a “bank” of resources for each unit
* activities must be aligned with the required assessments (exams, MYP tasks, etc.).
 | \*Determine how to “share”—discuss whether they need to be done simultaneously, where they are located, “rules” for modifying, sharing of materials | Create a resource folder for shared documents and scoring guides.Discuss what is to be shared with invested parties (students, parents, colleagues)Create a bank of activities—aligned with standards and course aims/objectivesStore resources in a centrally located place.Incorporate Learning Protocols: <http://cppcurriculum.weebly.com>  |
| **Grading*** Are MP grades for the course comprised of the same elements no matter who the teacher is?
* How well do MP grades reflect student achievement on external exams?
 | \*Discuss and determine the most important elements that should be included in the student's MP average?\*How well does the student’s MP average predict end-of-year outcomes on external exams?\*How can MP average as predictor/indicator of achievement be improved? | Discuss marking period grades—how is a student’s average comprised? What components are reflected? Agree on percentages for each element of instruction (start with…50% tests, 50% classwork—what should be weighted heavier?) |
| **Unit Plans** |  | Snazzy electronic version is on its way! Unit Plan creation/revision will continue when new planner is available |
| Revision of matrices/common assessments/resources/units |  | This is where our eventual “To Do” list will reside—consider that the matrix and unit planners are fluid documents; once the year is complete you can individually reflect (or reflect together) and revise. |