**Aug 2013 Checklist for Curriculum Development**

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

|  |  |  |
| --- | --- | --- |
|  | Details | How complete? / Comments |
| **CPP Matrix**   * complete for each course | See Matrix review for details | Mostly complete |
| **Assessments**   * common summative assessment for each unit * assessments aligned with standards   unit objectives  State, 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. | Assessments look to be in decent shape—common across the matrix and reflective of the course cumulative assessments.  Review the objectives of the unit and ensure that the end assessments aren’t just varied but are reflective of the overall unit goals.  Once the units are solidified, be sure that the unit planners are reflective of the progress of each unit (contain all unit materials, etc) |
| **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? | Currently, labs are listed in this category. Is your intent that labs remain ungraded? If that’s the case (because it’s a change from past practice) make sure that the guidelines for lab completion are clear (for students and for parents). |
| **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 | Continue to solidify the matrix and as the matrix reaches a certain state of completion work on the unit planners. These will become a thorough map of each unit of instruction—complete with assignment sheets, resources and the like (attached to the unit plan). |
| **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? | Continue the conversation relative to marking period grades—all MP grades should be comprised of the same elements (homework, tests, labs, participation…)  Consider the second bullet—how to marking period grades reflect the achievement of each student? How well do they predict the achievement on external assessments? |
| **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 |  |  |