**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.

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|  | Details | How complete? / Comments |
| **CPP Matrix**   * complete for each course | See Matrix review for details | Matrix is complete—**fine-tuned in mid-July (but I haven’t checked again after we met!)** |
| **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. | Summative assessments listed and are common among buildings  Assessments are aligned with the CCLS and the IB aims & objectives  Common scoring guides need to be created (or saved/placed in a common area, accessible to all) |
| **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 ready are we to go there?)  \*How does the formative prepare students for the summative assessment? | Formative assessments listed, need to be modified so that feedback can be generated and increase student understanding as opposed to offering a grade.  Consider moving quizzes to an assignment within the unit (listed in the unit planner) as opposed to formative assessment. For unit 1 (as an example), you could make a planning document or rough draft the formative assessment (leading up to the summative AP essay)—you can generate feedback and build the skill necessary for success WITHOUT needing to grade the piece. You could even do this with [www.turnitin.com](http://www.turnitin.com) –create the assignment as a draft, upload your rubric and make your comments electronically… saving paper and paperwork.  Ensure that formative assessments build the skills necessary for success on the summative assessments |
| **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 bank of common resources available to all HoA teachers  Discuss what can and should be shared, where it will be used and where it will be most effective  Create a bank of activities, discuss the timeline, the scoring necessary, etc.  If you’ve started a resource folder (I’m guessing you have), please make sure it’s path is listed…  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? | Consider how each teacher issues grades… is it a percentage based system or a points based system?  What works the best for your course and its individual demands?  Are the grades an accurate testament to what the final average/final exam will show?  Agree on percentages/points for overall averages (tests 50%, homework/classwork 50%...start from there and discuss how the grades should fall). |
| **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. |