**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 complete through unit 5 (December)  (1/2 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. | Common summative assessments are present and are aligned with the aims and objectives of the Language A curriculum  Assessments should prepare students for IB assessments (taking for granted that the majority of students in HL English will have taken the NY assessment in 10H—should the state decide that students are taking a PARCC assessment @ the 11th grade level we should prepare to discuss elements relative to the assessment in HL1)  Ensure that each assessment has a common scoring guide and that those guides are in an accessible place |
| **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? | Formative assessments are present (for the units created) but appear to be graded assessments—is it appropriate to change the current formative assessments to non-graded, feedback generating assessments?...  Ensure that formative assessments align with the summative assessments and are building the skills necessary for success on the summative assessment |
| **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/objectives  Store 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. |