**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 | Complete (as course stands)  Need to change thematic approach to reflect the use of language as opposed to the literary theme |
| **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. | The summative assessments listed are aligned with the IB objectives, the CCLS standards and the NYS Regents exam—we want to be mindful in making sure that the PARCC frameworks and sample tests are represented as well (because that’s what the NYS test should be in 2014)  \*BOTH the PARCC and the Comprehensive English exam will be given in June 2014—discuss which one we’re ready for, which one should be attempted and which populations are prepared. Next discuss how we’re going to get them ready for the PARCC (or NYS PARCC-like assessment). These are discussions which will move further (department to dept. chair, to curriculum convener, to Dir. of Secondary Ed).  Scoring guides need to be included with these assessments (both pieces should be listed in the resource folder) |
| **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 listed and are strong assignments but might need to be amended so that they more accurately reflect what the summative assessment is seeking (skills, etc).  Appear as assignments which have weight (grades…) is there a way to change/modify what is asked so that you are offering feedback instead of grades? Looking at some of the pieces listed as formative, they might easily translate to assignments not requiring a grade. Determine a method of feedback (teacher comments—written, electronic) in order to provide students with the responses necessary to generate skill (and to capitalize on learning) and to improve summative scores/mastery/etc.  Formative assessments can move to the unit planner as graded assignments within the unit.  Look @ Learning Protocols—there are several which will apply and are appropriate for our curriculum.  Incorporate Learning Protocols: <http://cppcurriculum.weebly.com> |
| **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 | This is a work in progress—review what is in the folder, create documents (or add) which are missing, ensure that there is ample material for each unit of study |
| **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. |