**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 | \*re-evaluate Steve Jobs… although it gets the job done for the personal statement, it is the core of an evidence based claims unit at the MS level. Change it? Modify it? Keep it?  Anticipate the conversation with the parent of a 7th grader and a senior (we know it will happen…) |
| **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. | Make sure that both a formative and summative assessment are listed for each unit of instruction—  Ensure that clear grading rules and tools accompany each assessment. These can be housed in the resource folder for the subject area—ensure that all invested parties have access to the resources (and are aware of the path).  Discuss elements of scoring (partial credit, what constitutes the highest grade, mid, low, failing, etc.)  Look @ Learning Protocols—there are several which will apply and are appropriate for our curriculum. Start here:  <https://sites.google.com/site/cpplearningprotocols/home/mystery-piece>  \*review sample mystery piece (Lori’s tech site) and create quality assessments based on that type of tool (focus on text-based skills with familiar pieces) |
| **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? | Listed but not developed in detail (standards and description—other than research) on the matrix  As it stands the formative appear to be graded assessments—these need to move into the realm of feedback generating (i.e. UNGRADED) assessments which aim to build the skills necessary for success on the summative assessments.  Is there a way to modify the current formative assessments so that they can indeed suit this need? If not, consider moving current formative assessments to assignments within the unit planner and create new formative assessments.  Be sure that your formative assessments are building toward the summative (Unit 1 formative could be a draft of the personal statement essay… feedback generating, etc. Use [www.turnitin.com](http://www.turnitin.com) draft assignment features, upload your rubric and offer electronic feedback… no red pens necessary) |
| **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 | Beginnings of folders created (available on the K drive)  Each unit needs a resource folder  Activities should reflect the standards selected for the unit |
| **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** |  | Once your matrix is complete, begin to complete the unit planner for each unit of instruction/study.  If the matrix is the broad document (designed to inform parents), the unit planner is the teacher-centered document with links to assessments, resources, specific assignments within the unit, etc. |
| 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. |