**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 | Mostly complete—missing formative assessments |
| **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 created, need standards attached (add specifics)  ~standards taught within the unit are not appropriated toward the summative assessment  ~a clear scoring mechanism is not assigned, this should be determined and located in a common folder  ~rules for scoring should be determined (partial credit, what partial means, how it is assigned, etc)  ~test make-up rules determined, revisions, 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? | Formative assessments not listed on the current matrix  ~formative (skill building, feedback-generating) assessments should be designed and placed on the matrix  ~ensure that formative assessments are building skills necessary for success on the summative assessment  ~formative assessments should not be graded endeavors… keep this in mind as you’re building |
| **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 sharing documents, assignment/activities  This should contain common scoring documentation, rules for grading, and all of the other common pieces necessary for course success  Ensure that the appropriate discussions happen relative to what is shared with students, what can/should be modified, etc.  Implement teaching protocols into units of instruction—decide what they will look like for your subject area:  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. |