**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 aside from unit guiding questions—make sure you have a formative and summative assessment for each unit of study |
| **Assessments*** common summative assessment for each unit
* assessments aligned with standards

unit objectivesState, 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. | Course matrix offers formative and summative assessments which appear common--determine grading rules (how it’s graded, what the grading scale is, does it measure the standards you’ve selected, does it build toward success on the end of the year assessment--where are the scoring guides for assessments located? Be sure that details ensuring level of “correctness”, partial credit, etc. are included |
| **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 but appear to be of a nature which encourages/ensures that they are graded. Can the assessments be modified so that they instead generate feedback? If assessments cannot generate feedback, either modify so that they can or consider making current assessments an assignment listed in the unit planner.Are formative assessments tied to the summative assessments—building the skills necessary for success? |
| **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 bank for access by all US History teachersDiscuss & determine the rules required for sharing those resourcesProvide a link/path to the resource folder so that all involved parties have access.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. |