

Curriculum and Assessment

Guidelines and Procedures

This document describes the Columbia Public School district's philosophy and procedures for curriculum design, management, and implementation. It defines roles and responsibilities for curriculum implementation. It provides developers of curriculum with information to ensure that board policy and district administrative procedures are followed, consistent with the district's philosophy about teaching and learning.

*“We close the achievement gap
by closing the implementation gap.”*

(Brian McNulty, in a presentation at the Missouri Department of Elementary and Secondary Education's Powerful Learning Conference, Tan-Tar-A Resort, Osage Beach, Missouri, January 28, 29, 2013)



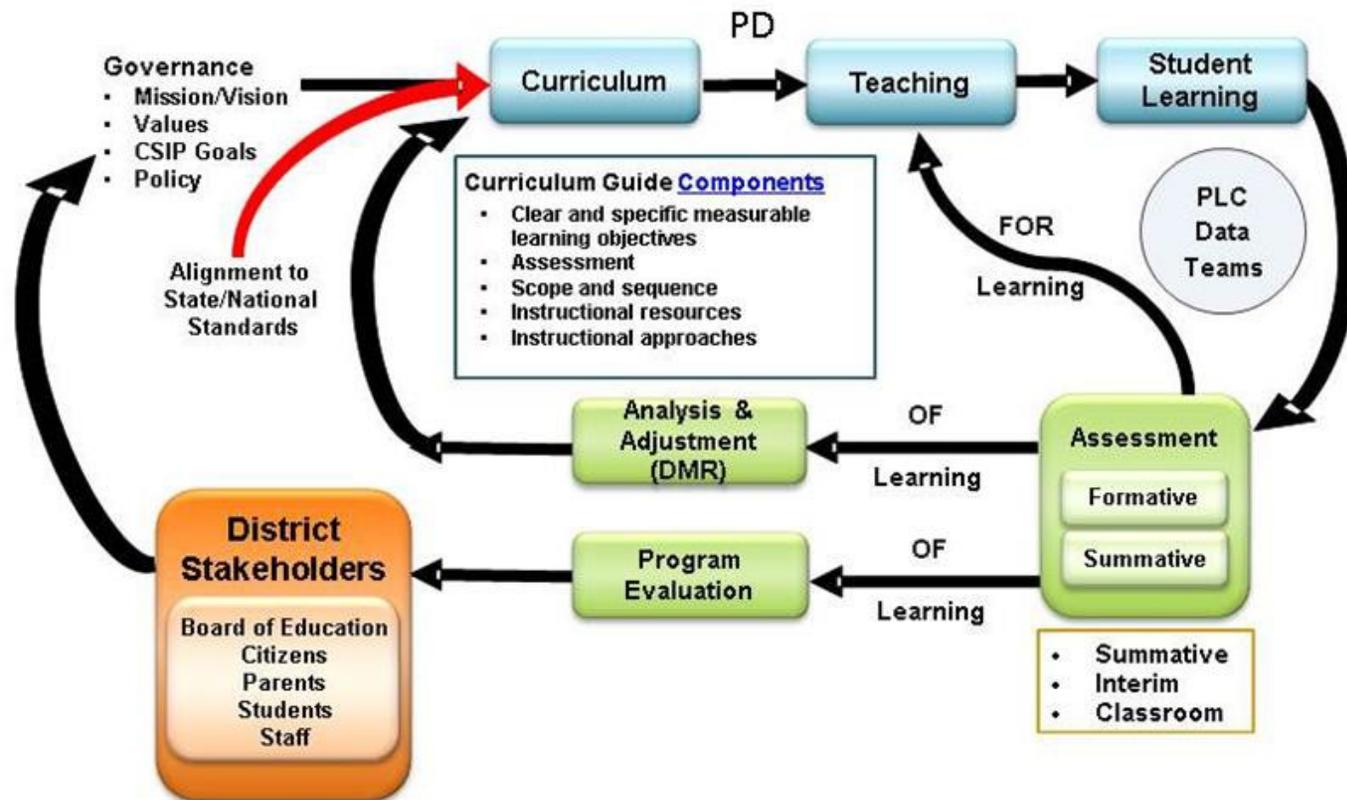
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The Learning Process

This logic model illustrates Columbia Public Schools philosophical framework for the design and implementation of a standards-based curriculum.



Elements of the Learning Process Described

Governance

The mission of the Columbia School District is to provide an excellent education for all students. The vision of the Columbia Public Schools is to be the best school district in the state. This means that the curricular program will provide equitable access to an excellent curriculum for all students. The Learning Process is also predicated on the district's five year strategic plan, the [Comprehensive School Improvement Plan \(CSIP\)](#). Curriculum procedures are governed by Board of Education policies [IF \(Curriculum Development\)](#), [IIA \(Instructional Materials\)](#), [IL \(Assessment Program\)](#), and [IM \(Evaluation of Instructional Programs\)](#).

[Return to Learning Process](#)

Alignment

District learning objectives are based on and aligned with state and national standards on the dimensions of:

- Content – the knowledge and skills defined in the standards
- Context – the formats or situations within which mastery is to be demonstrated
- Cognitive type – the level of mastery or depth of knowledge expected in the standard.

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Curriculum

Instruction must be supported with an exemplary curriculum that sets high expectations for teachers so that its delivery results in meaningful student learning. A consistent curriculum is necessary to ensure equitable access to learning for all students. The purpose of the curriculum is to provide a system that will ensure that students from teacher-to-teacher and school-to-school learn the same objectives at a particular grade level or course. The written curriculum should be the basis for teachers' daily plans. Curriculum defines what we teach and what students are expected to master.

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Curriculum Guide Components

Each subject area will develop and deploy a Curriculum Guide. These will be living document(s) that contain five essential components with enough clarity and specificity to guide teachers' daily planning:

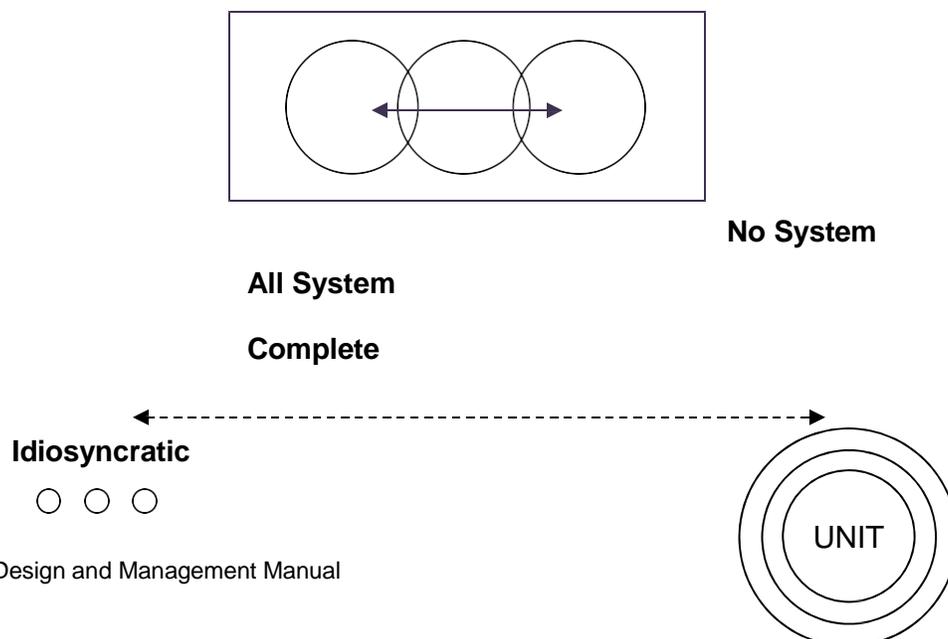
- Clear and specific measurable learning objectives (also MLOs) that state for each objective the what, when (sequence within course/grade), and the amount of time to be spent learning
- A congruent assessment system that includes classroom, interim, and summative assessments keyed to each objective appropriate for both formative (FOR learning) and summative (OF learning) purposes, including exemplars of student mastery
- Delineation of prerequisite essential skills, knowledge, and attitudes through a scope and sequence that defines a continuum of learning pre-K to 12
- Delineation of instructional tools and resources by stating for each objective the “match” between the basic text/instructional resource(s) and the MLO
- Instructional approaches for classroom use such as model lessons and instructional strategies

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Teaching and Student Learning

The district believes that teachers are the most important influence on student achievement and that effective instruction causes learning. The school district is responsible for providing teachers with the resources necessary to implement the written curriculum including a comprehensive and systematic professional development program linked to curriculum design and delivery. Teachers are responsible for effectively delivering the curriculum by aligning instruction to the written curriculum and by using assessment information to ensure that the written curriculum, the taught curriculum and the learned curriculum are one in the same.

(Graphic citation: Curriculum Management Systems, Inc., 2012)



[Return to Learning Process](#)

PLC – Data Teams

“The Professional Learning Community (PLC) model flows from the assumption that the core mission of formal education is not simply to ensure that students are taught but to ensure that they learn” (Dufour, 2005. P. 32). In each school, PLC structures ensure a collaborative culture, focused on results, within which teachers meet regularly in data teams by grade level or subject area, to analyze student work and assessment data to answer the questions:

- What is it we expect students to learn (and how are we going to teach it)?
- How will we know if they have learned it?
- How do we respond when students aren’t learning?
- What will we do if they already know / can do it?

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Assessment

A comprehensive assessment system will serve both formative and summative purposes. Sample classroom assessment items keyed to MLOs, and district interim assessments to be administered periodically for system-wide data collection, will be provided for teachers’ and Professional Learning Teams’ use in assessing FOR learning. Assessments used FOR learning allow students and teachers to understand where each student is in the development of mastery of learning objectives, allow students to set learning goals, and allow teachers to differentiate instruction and provide specific, actionable feedback in order to meet the needs of individual students.

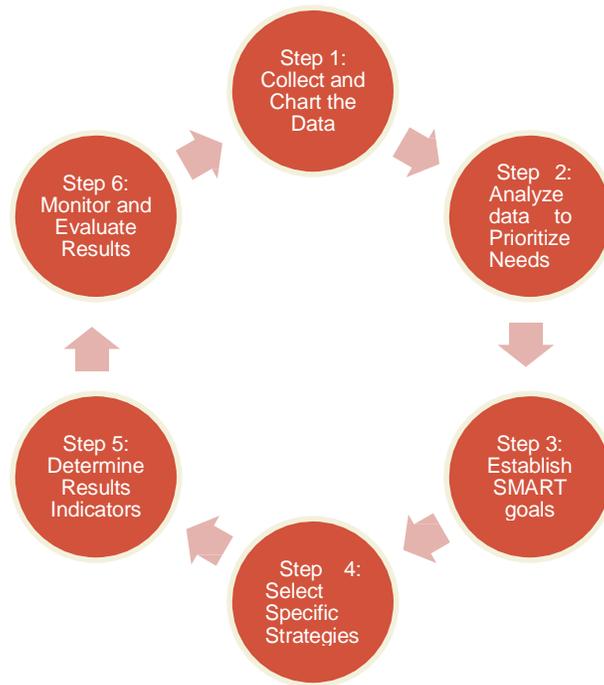
Summative assessments – assessments OF learning – provide information to be used by district stakeholders in the analysis of district programs and improvement of instruction through professional development and curriculum revision. Summative assessments also provide students and families with information about student mastery of learning objectives.

[Assessment Plan](#)

[Return to Learning Process](#)

Analysis and Adjustment (DMR)

At least annually, the coordinator responsible for each curricular area will convene stakeholders to evaluate the success of the curricular area using the Decision Making for Results (DMR) process. Data about student outcomes (effect data) and instructional and programmatic processes (cause data) will be analyzed to identify and prioritize needs for improvement in the curricular area. The team will create SMART goals (Specific, Measurable, Achievable, Relevant, Timely) and identify evidence-based strategies to achieve the goals.



Results indicators, which are descriptions of observable behaviors or outcomes that can be monitored to ensure implementation of the strategies, will be identified and monitored throughout the year. (Besser, et. al. 2008) The goals and strategies identified through the DMR process are documented and tracked in each curricular area’s annual scorecard, aligned with the CSIP and district leaders’ scorecards as describe herein.

[Return to Learning Process](#)

Program Evaluation

District curriculum is evaluated on a five year cycle using a fact-based, systematic evaluation and improvement process as described in this document, in order to promote organizational learning, refinement, and innovation backed by analysis of student learning outcomes in the subject area (assessments OF learning) and other data relevant to the discipline.

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Roles and Responsibilities

Board of Education

The Board shall:

- Develop policies that establish guidelines and procedures to facilitate the design and delivery of curriculum.
- Approve the District curriculum scope and sequence and learning objectives.
- Through the budget process, fund resources needed to implement the District's written curriculum based on data.
- Provide funding for professional development opportunities which focus on curriculum design and delivery for increased student achievement.
- Communicate to its constituents the Board's curricular expectations and learning objectives.

Superintendent

The Superintendent shall:

- Establish and maintain a focus on high quality curriculum, assessment and instruction.
- Implement the Board's curriculum and assessment policies.
- Annually report to the Board concerning curriculum implementation and assessment results.

Assistant Superintendents for Elementary and Secondary Education

The Assistant Superintendents for Elementary and Secondary Education shall:

- Ensure that adequate instructional time is available to implement the District written curriculum.
- Implement professional development as required to ensure implementation of the District's written curriculum and high quality professional learning teams.
- Monitor the implementation of the District's written curriculum with assistance of District coordinators and staff.
- Assist principals in the monitoring of the implementation of the District's written curriculum.
- Ensure that instructional staff routinely uses the District's assessment system, including classroom, interim, and summative assessments, to adjust instruction, monitor student learning, and provide feedback to students and parents that is timely, descriptive and constructive.
- Provide the resources needed to ensure high functioning professional learning communities are in place across all sectors of the system.
- Ensure that high functioning data teams are in place in all schools and grade levels, or departments, for the purpose of regularly using student work and assessment results to implement the curriculum and improve student achievement.

Director of School Improvement

The Director of School Improvement shall:

- Develop and execute system-wide leadership and accountability for the District's instructional program.
- Oversee and deploy a systematic approach for District curriculum development, revision, program assessment, professional development, and student assessment.
- Support District assistant superintendents, coordinators, directors, and program managers in the development, revision, implementation and monitoring of the District's curriculum.
- Oversee annual and long term budget planning to support implementation of the District's curriculum.
- Supervise the District's process for curriculum development, revision, and implementation in collaboration with the Director of School Improvement and Assistant Superintendents.
- Support District coordinators with the resources needed to develop and implement the District's written curriculum.
- Support central office staff, principals, and teachers with resources and instructional approaches to implement the District's written curriculum.
- Coordinate and plan professional development opportunities to support implementation of the District's written curriculum, instructional resources, and instructional approaches.
- Align and support staff with internal and external grant opportunities to support implementation of the District's written curriculum and instructional priorities.

Director of Research, Assessment, and Accountability

The Director of Research, Assessment, and Accountability shall:

- Coordinate all District-wide assessments including state, national, and local assessments.
- Develop, implement, interpret, and communicate results of the District's assessment program to school staff, the Board of Education, and other interested external parties.
- Provide expertise and professional development on assessment development, implementation, and communication of results to professional learning teams inclusive of central office administrators, directors, coordinators, and teachers.
- Provide information concerning instructional programs to support program evaluation, and the scorecard and data team processes.

Curriculum Coordinators

Curriculum Coordinators shall:

- Provide curricular expertise for curriculum development, revision, program assessment, and student assessment.
- Lead the processes described in this document resulting in a written curriculum with the 5 defined components.
- Lead teacher teams in the selection of high quality instructional resources.
- Assist Assistant Superintendents, principals, and department chairs/grade level teacher leaders in the monitoring of the implementation of the curriculum.
- Plan and implement high quality professional development for administrators and teachers related to curriculum implementation, use of assessment information, instructional approaches, and instructional resources.
- Support high functioning professional learning teams with principals, department chairs, and teachers.
- Create and manage annual budgets to support curriculum implementation.

Principals

The Principal shall:

- Participate in leadership Professional Learning Teams to guide district systems for curriculum development and implementation.
- Ensure high functioning professional learning communities are in place in the school.
- Ensure that high functioning data teams are in place in the school in all grade levels, or departments, for the purpose of regularly using student work and assessment results to implement the curriculum and improve student achievement.
- Ensure that instructional staff routinely uses the District's assessment system, including classroom, interim, and summative assessments, to adjust instruction, monitor student learning, and provide feedback to students and parents that is timely, descriptive and constructive.
- Develop a working knowledge of the curriculum in all subjects/courses.
- Monitor implementation of the District's written curriculum by observing classrooms, monitoring lessons, meeting regularly with PLTs and teachers, and evaluating assessment results.
- Provide instructional leadership for the school by regularly conveying the importance of implementing the written curriculum and effective instructional approaches.
- Participate on and review meeting minutes of professional learning teams.
- Communicate with parents about the district curriculum, instructional program, and district-provided resources to support learning at home.
- Identify professional development needs for the school to fully implement the curriculum.

Department Chairs

Department Chairpersons shall:

- Provide building departmental leadership to assist the principal in the above responsibilities.
- Participate in curriculum development and implementation processes at the district level.
- Provide advice to curriculum coordinators on curriculum development, revision, program assessment, and student assessment in the subject area.

Teachers

The Teacher shall:

- Teach the District's written curriculum.
- Participate in the school's professional learning community.
- Participate on grade level or content area data teams to regularly use student work and assessment results to implement the curriculum and improve student achievement.
- Use the District's assessment system, including classroom, interim, and summative assessments, to adjust instruction, monitor student learning, and provide performance feedback to students and parents that is timely, descriptive and constructive.
- Utilize effective instructional approaches resulting in high levels of learner engagement and student achievement of learning objectives.
- Develop an expert knowledge of the curriculum in assigned subjects/courses.
- Communicate with parents about the district curriculum, instructional program, and student progress toward mastering learning objectives.
- Participate in professional development to fully implement the curriculum.

Students

Students shall:

- Recognize the importance of their active participation and engagement in the learning process.
- Participate in self-assessment and goal setting and monitor their progress toward mastery of learning objectives.

Parents

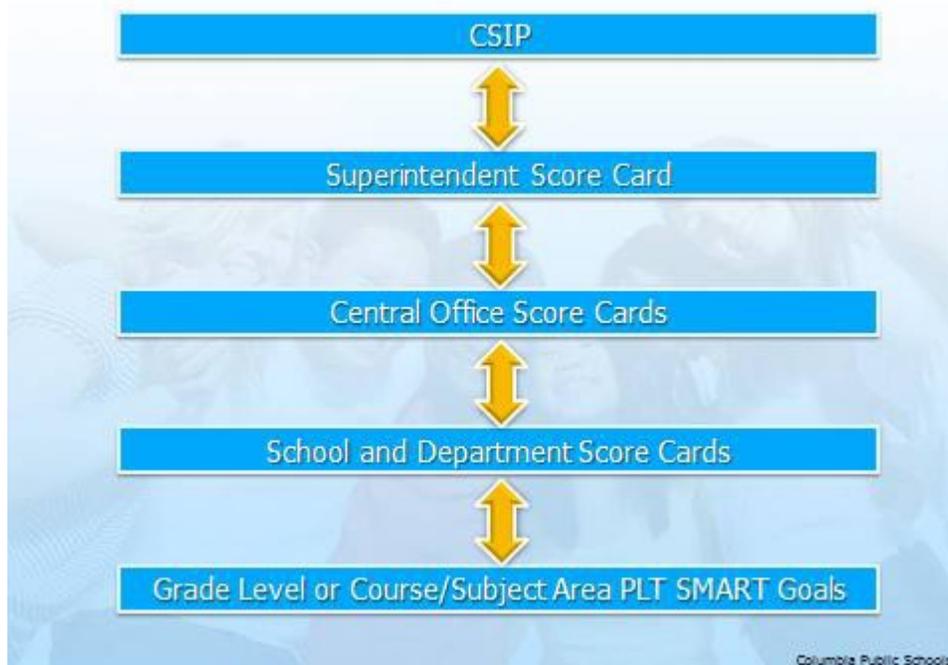
Parents shall:

- Assume an active role in the education of their children.
- Participate in two-way communication with the school about the instructional program and their child's learning needs.
- Create a home environment that supports learning.

Annual Scorecard Process

The objectives and strategies in the district's Comprehensive School Improvement Plan (CSIP) provide the roadmap that the organization uses at all levels to frame, define, and align outcomes and work processes. Scorecards align outcomes – “effect data” – so that the same outcome results are valued and tracked at all levels of the organization. Scorecards also align actions and strategies – “cause data” – so that the actions the adults in the system are taking to produce the outcomes we seek are systematic, well deployed, and integrated across business levels and functions.

The Superintendent's scorecard is aligned with our strategic plan (CSIP) and provides the framework for scorecards for each of the assistant superintendents, schools and departments.



The Director of School Improvement's scorecard is aligned with the Superintendent's and monitors effect data at increasing levels of detail: disaggregated by grade level and by the demographic groups of black students and students qualifying for free/reduced lunch. The scorecards of the Assistant Superintendents for Elementary and Secondary Education are used to monitor effect measures applicable to their grade spans, by school. In each elementary school, grade level professional learning teams create SMART goals that describe progress targets for their students, as do subject specific professional learning teams in each secondary school.

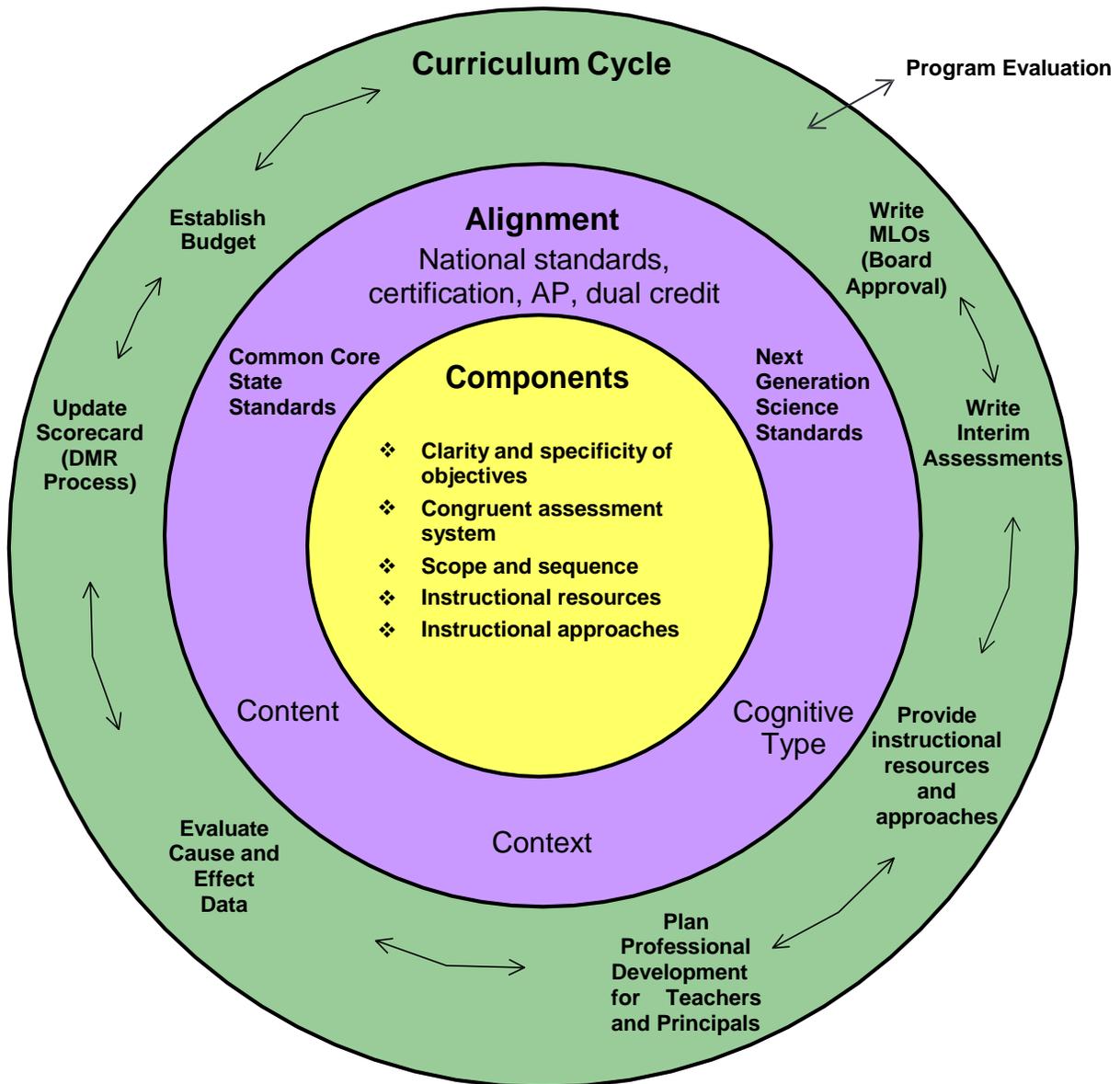
Coordinators and Directors of curriculum areas or programs align their scorecards to the Director of School Improvement. Departmental scorecards are multi-year plans that are reviewed periodically and at least annually using the Decision Making for Results (DMR) process.

Curriculum Design and Review Process

Vision: The purpose of the Department of Assessment, Curriculum and Instruction in Columbia Public Schools is to build capacity to improve student performance as defined by district goals.

Building capacity through:

- Equity of access to the curriculum
- Commitment to consistent district – wide learner expectations
- Clarity of expectations for Instruction
- Empowerment of teachers to differentiate instruction
- Integration between content areas as appropriate
- Dissemination of research-based instructional strategies
- District-wide assessments that inform instruction and curriculum
- Professional development



Guidelines and Procedures for Program Evaluation and Curriculum Revision

Curriculum Revision

Curriculum review and revision are continuous ongoing processes. Curriculum **review** should occur on an annual basis as student learning is monitored and curriculum is adjusted through the Decision Making for Results (DMR) and scorecard process ([See page 12](#)). Program evaluation and curriculum **revision** occur on a five-year cycle.

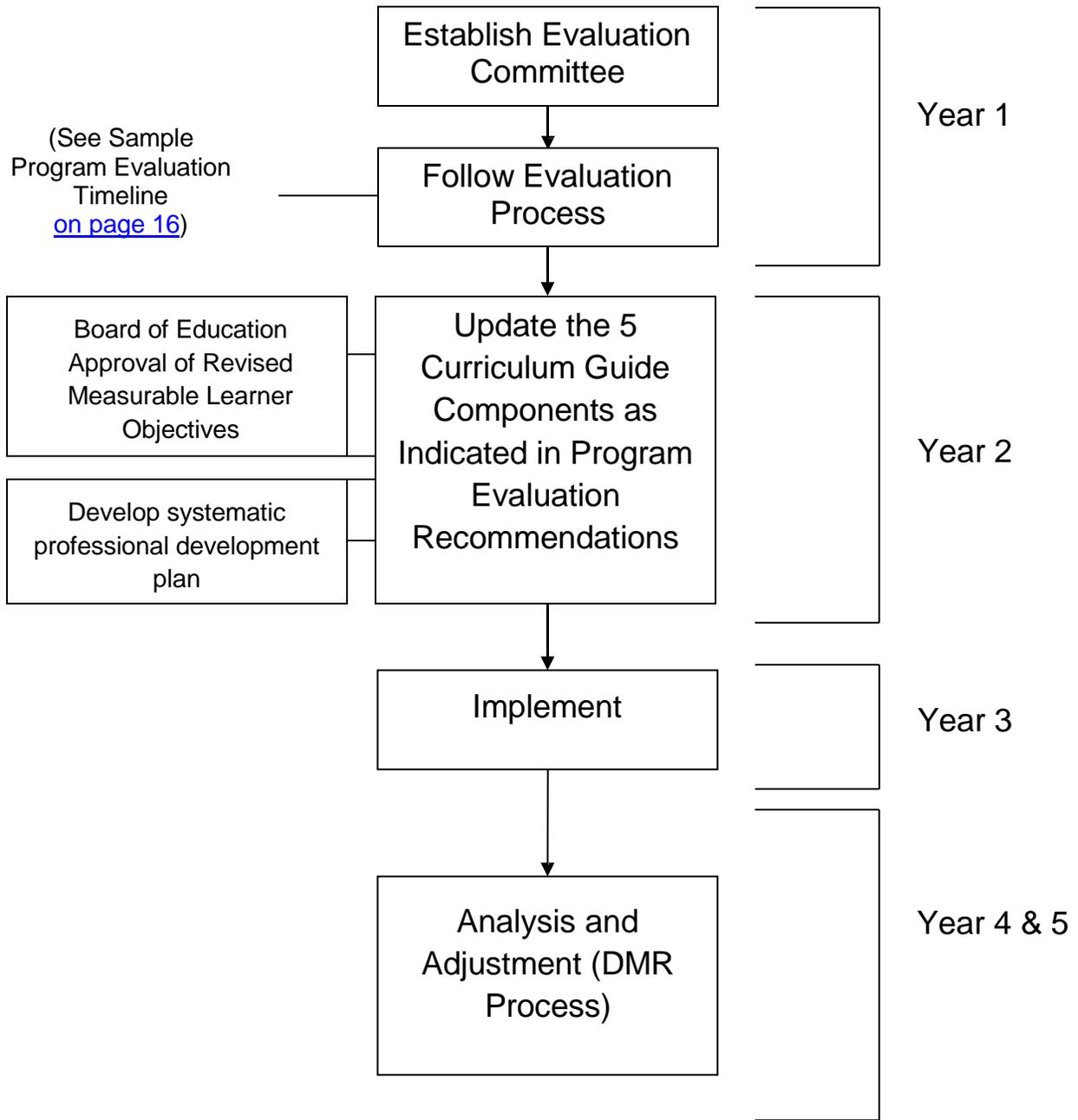
Program Evaluation and Curriculum Revision

The purpose of program evaluation is to determine the quality and effectiveness of the curriculum through a fact-based, systematic evaluation and improvement process, in order to promote organizational learning, refinement, and innovation backed by analysis of student learning outcomes in the subject area (assessments OF learning) and other data relevant to the discipline.

The Program Evaluation/Curriculum Review Process is illustrated on [page 15](#). Program Evaluation guides the curriculum revision process. The curriculum coordinators will lead curriculum-writing committees during the years designated on a [five-year cycle](#), or periodically as dictated by external change or strategic opportunity, during which clear and specific measurable learning objectives (MLOs) are revised, district interim assessments are written keyed to MLOs, and scope and sequence is defined. All changes and revisions to the curriculum will be deployed to all principals, teachers, and other staff in each building where the curriculum will be used and supported through systematic professional development. It is the responsibility of the principal to monitor the implementation of the curriculum with support from content coordinators and other administrators and teacher leaders as defined in the roles and responsibilities on [page 8](#).

Instructional resources selection may be conducted concurrently or after curriculum review and revision as determined through the curriculum revision process. Instructional resources and approaches should be continuously updated to enhance the utility of curriculum guides for teachers.

5 Year Program Evaluation/Curriculum Review Process



Columbia Public Schools Sample Program Evaluation Timeline

The following sequence of activities involved in the program evaluation is a guide. Coordinators lead and structure the process and may give their committees flexibility in creating the work plan or changing the sequence of evaluation activities.

The program evaluation committee should be reflective of all stakeholder groups, including persons representing the following roles:

- Administrators
- Technology Services
- Classroom/subject area teachers
- Special Education teachers
- ELL teachers
- Media Specialists
- Counselors
- Parents
- University Faculty
- Other community members

Coordinators may opt to utilize a periodic “desk review” process to solicit input from stakeholders who cannot participate as permanent committee members.

Year Preceding Program Evaluation:

| | |
|-----------------|---|
| All year | Coordinator reads and collects relevant literature |
| April | <ul style="list-style-type: none">• Establish committee members<ul style="list-style-type: none">○ Set and communicate meeting dates○ Reserve substitutes○ Inform the Office of Research, Assessment, and Accountability regarding research and data collection needs, and relevant schedules and dates for the following year. |
| June (Optional) | Distribute relevant literature (including previous Program Evaluation Documents, if available) to committee members for summer reading |

Program Evaluation Year:

| | |
|-----------|--|
| August | Initial evaluation committee meeting Discussion of program evaluation plan Review of literature |
| September | Review of literature |
| October | Synthesize research findings |
| November | Achievement, demographic, participation, and retention data presentations (data sources aligned to CSIP objectives/scorecard data and analyzed for all students and all groups of students) Create/confirm perceptual data collection instruments |
| December | Achievement data presentations Synthesize achievement data findings (Conduct perceptual data collection among students, teachers, |

| | |
|----------|---|
| | administrators, parents, other relevant stakeholders) |
| January | Perceptual data analysis Synthesize perceptual data findings |
| February | Committee reviews summary of findings and develops recommendations (Remember to invite and include colleagues who will need to support recommendations, such as professional development or instructional technology, in meetings regarding recommendations) |
| March | Committee finalizes recommendations and reviews portions of final report if possible |
| April | No meeting (Committee may review and provide feedback on report drafts without meeting) |
| May | Committee approves final report |
| June | Report due to Director of School Improvement |

The coordinator will arrange for minutes to be taken at each meeting.

Program Evaluation Summary Document – Sample Content

Introductory Pages: List of Committee members

- I. Program Evaluation Process Overview
 - a. Questions studied
 - b. Summary of research and data reviewed

- II. Recommendations

Recommendations are based on the research and data findings. They should not be constrained by predicted constraints. Recommendations should be prioritized if appropriate. Consider:

- a. Alignment to the Comprehensive School Improvement Plan (CSIP)
- b. Program Philosophy/Rationale
- c. Recommendations regarding curriculum guide components
- d. Discipline – appropriate instructional approaches
- e. Differentiation (Intervention/Acceleration)
- f. Instructional Resources
- g. Facilities
- h. Technology Plan
- i. Professional Development Plan
- j. Communications Plan

Supporting documentation: Meeting schedules and minutes, list of references, achievement data, and perceptual data

Five – Year Curriculum Review Plan

| Content Area | BOE Approval Date | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|--|-------------------------------|--|---|-------------------------|-------------------------|-------------------------|
| Communication Arts (K-5) | June 2010 November 2012 | Realign to Common Core * | Analysis and Adjustment | Analysis and Adjustment | Analysis and Adjustment | Program Evaluation |
| Communication Arts (6-12) | June 2012 | Implement Realignment and Assessments | Analysis and Adjustment | Analysis and Adjustment | Analysis and Adjustment | Program Evaluation |
| Communication. Arts (Electives) | | Analysis and Adjustment | Analysis and Adjustment | Program Evaluation | Implement | Analysis and Adjustment |
| Math (K-5) | October 2008 November 2012 | Implement Assessment System / Realign to Common Core * | Analysis and Adjustment | Analysis and Adjustment | Program Evaluation | Rewrite* |
| Math (6-8) | October 2008 November 2012 | Implement Assessment System / Realign to Common Core * | Analysis and Adjustment | Analysis and Adjustment | Analysis and Adjustment | Program Evaluation |
| Math (9-12) | June 2012 | <i>Implementation Planning</i> | Implement | Analysis and Adjustment | Analysis and Adjustment | Program Evaluation |
| Science (K-5) | May 2014 | Analysis and Adjustment | Rewrite/realign to next generation science standards* | Implement | Analysis and Adjustment | Analysis and Adjustment |
| Science (6-8) | November 2009 May 2014 | Analysis and Adjustment | Rewrite/realign to next generation science standards* | Implement | Analysis and Adjustment | Analysis and Adjustment |
| Science (9-12, including electives) | May 2014 | Analysis and Adjustment | Rewrite/realign to next generation science standards* | Implement | Analysis and Adjustment | Analysis and Adjustment |
| Social Studies (K-5) | | Analysis and Adjustment | Program Evaluation | Rewrite* | Implement | Analysis and Adjustment |
| Social Studies (6-12, including electives) | | Study Scope and Sequence in Preparation for Secondary Reorganization | Program Evaluation | Rewrite* | Implement | Analysis and Adjustment |

*Board Approval

Updated 6/19/14

| Content Area | BOE Approval Date | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|---|---------------------------------|---|---|-------------------------|-------------------------|-------------------------|
| Art (K-5) | October 2011 | Implement | Analysis and Adjustment | Analysis and Adjustment | Program Evaluation | Rewrite* |
| Art (6-12) | October 2011 | Implement | Analysis and Adjustment | Analysis and Adjustment | Program Evaluation | Rewrite* |
| Theatre (6-12) | November 2012 | Rewrite* | Implement | Analysis and Adjustment | Analysis and Adjustment | Analysis and Adjustment |
| ELL (K-12) | | Program Evaluation | Implement | Analysis and Adjustment | Analysis and Adjustment | Program Evaluation |
| World Languages | December 2011 | Implement | Analysis and Adjustment | Analysis and Adjustment | Program Evaluation | Rewrite* |
| Health Sciences (K-5) | | Implement with professional development and materials adjustments | Analysis and Adjustment | Program Evaluation | Rewrite* | Implement |
| Health Sciences (6-8) | October 2009 | Plan for Intermediate Transition (Professional Development) | Analysis and Adjustment | Program Evaluation | Rewrite* | Implement |
| Health Sciences (9-12) | September 2008 | Analysis and Adjustment | Program Evaluation | Rewrite* | Implement | Analysis and Adjustment |
| Music (K-5) | October 2011 | Implement | Analysis and Adjustment | Analysis and Adjustment | Analysis and Adjustment | Program Evaluation |
| Choral Music (6-12) | October 2011 | Implement | Analysis and Adjustment | Analysis and Adjustment | Analysis and Adjustment | Program Evaluation |
| Band (6-12) | November 2009 | Analysis and Adjustment | Analysis and Adjustment | Program Evaluation | Rewrite* | Implement |
| Orchestra (6-12) | | Analysis and Adjustment | Analysis and Adjustment | Program Evaluation | Rewrite* | Implement |
| Physical Education (K-5) | | Implement with professional development and materials adjustments | Analysis and Adjustment | Analysis and Adjustment | Analysis and Adjustment | Program Evaluation |
| Physical Education (6-12) | September 2008 November 2012 | Implementation Planning | Implement | Analysis and Adjustment | Analysis and Adjustment | Analysis and Adjustment |
| Practical Arts (6-12) | October 2009 May 2014 | Rewrite | Implementation Planning and Implementation* | Analysis and Adjustment | Analysis and Adjustment | Analysis and Adjustment |
| Gifted Ed (K-12)☞ | | Analysis and Adjustment | Analysis and Adjustment | Analysis and Adjustment | Program Evaluation | Rewrite* |
| Information Literacy & Technology (K-12)☞ | | Analysis and Adjustment | Analysis and Adjustment | Analysis and Adjustment | Revise Technology Plan | Analysis and Adjustment |
| Title I Pre-School | | Analysis and Adjustment | Analysis and Adjustment | Program Evaluation | Rewrite* | Implement |
| | | 5 Implementations | 5 Implementations | 3 Implementations | 4 Implementations | 5 Implementations |

*Board Approval

Updated 6/19/14

Curriculum Guide Components

All curriculum documents should be in digital format, available through appropriate technology, and accessible through the district's Learning Management System. The Curriculum Guide for each content area and grade level or course must include these five essential components:

- Clear and specific measurable learning objectives (also MLOs) that state for each objective the what, when (sequence within course/grade), and the amount of time to be spent learning
- A congruent assessment system that includes classroom, interim, and summative assessments keyed to each objective appropriate for both formative (FOR learning) and summative (OF learning) purposes, including exemplars of student mastery
- Delineation of prerequisite essential skills, knowledge, and attitudes through a scope and sequence that defines a continuum of learning pre-K to 12
- Delineation of instructional tools and resources by stating for each objective the “match” between the basic text/instructional resource(s) and the MLO
- Instructional approaches for classroom use such as model lessons and instructional strategies

Curriculum Guide Analysis Tool – 5 Essential Components

Subject Area: _____ Grade Level(s) _____
 Date: _____

| Continuum | |
|---|---|
| <p>___</p> <p>___</p> <p>___</p> <p>___</p> | <p style="text-align: center;">Clarity and Specificity of Objectives</p> <p>No goals/objectives present</p> <p>Vague delineation of goals/learner outcomes</p> <p>States tasks to be performed or skills be learned</p> <p>States for each objective the what, when (sequence within course/grade), how actual standard is performed, and amount of time to be spent learning</p> |
| <p>___</p> <p>___</p> <p>___</p> <p>___</p> | <p style="text-align: center;">Congruity of the Curriculum to the Assessment Process</p> <p>No assessment approach</p> <p>Some approach of assessment stated</p> <p>States skills, knowledge, concepts which will be assessed</p> <p>Each objective is keyed to district and/or state performance assessments</p> |
| <p>___</p> <p>___</p> <p>___</p> <p>___</p> | <p style="text-align: center;">Delineation of the Prerequisite Essential Skills, Knowledge, and Attitudes</p> <p>No mention of required skill</p> <p>States prior general experiences needed</p> <p>States prior general experience needed in specified grade level</p> <p>States specific documented prerequisite or description of discrete skills/concepts required prior to this learning (may be a scope and sequence across grades/courses if PreK-12)</p> |
| <p>___</p> <p>___</p> <p>___</p> <p>___</p> | <p style="text-align: center;">Delineation of the Major Instructional Tools</p> <p>No mention of textbook or instructional tools/resources</p> <p>Names the basic text/instructional resource(s)</p> <p>Names the basic text/instructional resource(s) and supplementary materials to be used</p> <p>States for each objective the ‘match’ between the basic text/instructional resource(s) and the curriculum objective</p> |
| <p>___</p> <p>___</p> <p>___</p> <p>___</p> | <p style="text-align: center;">Clear Approaches for Classroom Use</p> <p>No approaches cited for classroom use</p> <p>Overall, vague statement on approaching subject</p> <p>Provides general suggestions on approaches</p> <p>Provides specific examples on how to approach key concepts/skills in the classroom</p> |

Curriculum Assessment Questions Checklist

Questions to ask as assessments are collected or developed and included in curriculum guides:

I. Centered on learning objectives

- Does my curriculum include classroom and summative sample assessment items keyed to measurable learning objectives that provide teachers adequate guidance in monitoring student performance on the objectives?
- Does my curriculum include required district interim assessments for those objectives about which we must collect district-wide data?
- Does my curriculum provide pre-assessments for objectives where that is appropriate?

II. Clear and appropriate users and uses

- How will district-collected data be used, and by whom? e.g.:
 - For teacher collaboration around student mastery of objectives
 - To measure our progress (by school? by disaggregated groups? etc.)
 - To inform curriculum revision
 - To shape professional development
 - To predict student performance on high stakes tests
 - Other?
- Given its intended use(s), how will data be collected and reported?
- Which assessments must be administered to students on a required schedule and what is that timing window?
- What professional development must my department provide regarding the purposes and uses of assessments within the curriculum and regarding interpretation of student work to guide subsequent instruction?

III. Assessment Method

- Are the assessments included in my curriculum documents – whether samples or required – in the appropriate format given their intended use and the kind of knowledge or thinking they must measure? (Formats: selected response, essay/constructed response, performance assessment, or personal communications/teacher observation)
- Are my assessments aligned to the context(s) in which mastery will be required in state or other high stakes assessments?
- Are assessments aligned to the cognitive type - the level of mastery or depth of knowledge expected in the standard?

IV. Quality

- Does each assessment gather enough information to make generalizations about student learning of the objective? If not, are several assessments part of a bigger plan to gather sufficient information across time?
- Is each assessment reliable – would it yield substantially similar results, given similarly prepared students, across classrooms? (i.e. is it trustworthy?)
- Is each assessment valid – does it really measure the targeted objective(s)?
- Is there anything in the assessment that would prevent a student from adequately demonstrating what he really knows or can do? (Absence of bias, lack of clarity, etc.)
- If the assessment is a performance assessment, is the rubric clear and does it measure both mastery of the objective(s) and key aspects of a quality performance?

(Stiggins, et. Al. 2004)

Definitions

RATIONALE: A reason or justification for teaching the subject that relates the general goals for each subject area to the district’s mission, vision, and Comprehensive School Improvement Plan. A single rationale statement should be provided for each subject area.

COURSE DESCRIPTION: An explanation of the overall course content.

- Pre-K-5: A course description must be written for each subject area in each grade level.
- 6-12: A course description must be married to consistent course numbers district-wide.

MEASURABLE LEARNING OBJECTIVES: Clear and specific descriptions of observable outcomes of what students are expected to know and be able to do in a grade level or specific course. For each MLO the curriculum guide should also specify the when (a consensus map defining the sequence within the course/grade the MLO is to be taught) examples of student mastery of the objective, and the amount of time to be spent learning the objective.

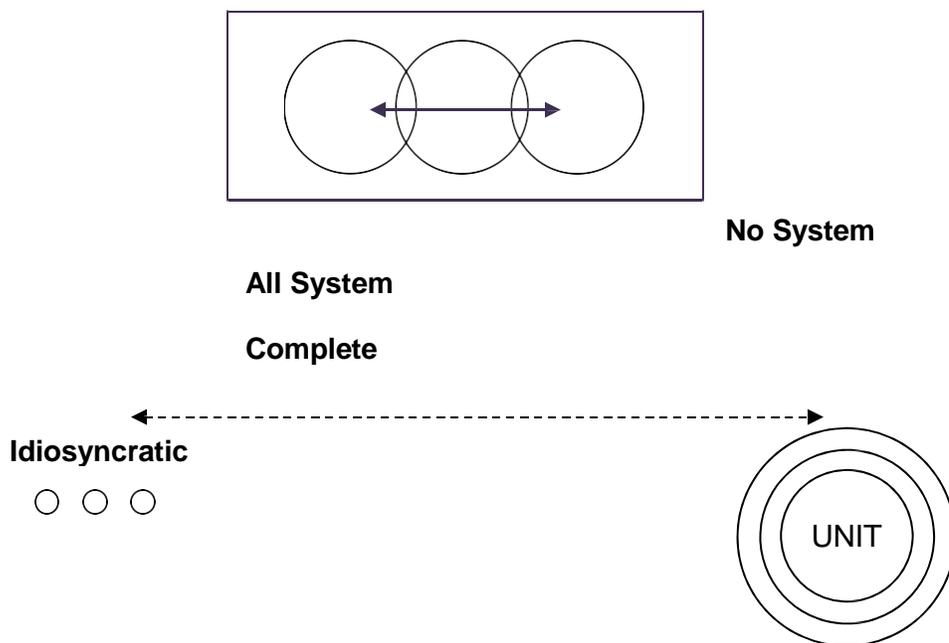
ALIGNMENT (External): MLOs must reflect the expectations of the Common Core State Standards. Where appropriate, subject areas or courses also reflect the standards of other external references, for example:

- National Certification requirements (Career Center)
- Discipline area national standards (e.g. Next Generation Science Standards)
- Advanced Placement national standards
- Dual credit course syllabi

Measurable learning objectives are based on and aligned with state and national standards on the dimensions of:

- Content – the knowledge and skills defined in the standards
- Context – the formats or situations within which mastery is to be demonstrated
- Cognitive type – the level of mastery or depth of knowledge expected in the standard.

ALIGNMENT (Internal): There is tight standardization between the written, the taught, the assessed, and the mastered learning objectives. Teachers are responsible for effectively delivering the curriculum by aligning instruction to the written curriculum and by using assessment information to ensure that the learned curriculum, the taught curriculum and the written curriculum are one in the same.



SCOPE AND SEQUENCE: Curriculum guides for each subject area should provide a continuum of learning Pre-K – 12 within an articulated system that provides vertical spiraling and horizontal connections. Guides should state specific documented prerequisites or descriptions of discrete skills/concepts required prior to learning each MLO.

INSTRUCTIONAL APPROACHES: Teaching-learning techniques used to accomplish measurable learning objectives in the classroom. Includes description of the strategies teachers use and the learner activities they implement to achieve objectives. Examples of instructional approaches include model lessons or discipline specific pedagogy.

INSTRUCTIONAL RESOURCES or TOOLS: Links, references, or full text of materials, provided within the curriculum guide, that teachers need to implement instructional activities, matched to measurable learning objectives.

ASSESSMENT: The process of collecting, analyzing, and interpreting information about academic performance related to CSIP goals and measurable learning objectives.

ASSESSMENTS: Specific mechanisms that measure student achievement of learning

objectives, including tests, performance-based measures, teacher observation, and other methods for students to demonstrate progress.

ASSESSMENT SYSTEM: Individual assessments should be situated within an assessment system that includes formative classroom assessments (assessments FOR learning), district interim assessments for instructional, evaluative, or predictive purposes, and summative assessments (assessments OF learning) which collectively provide adequate information about student mastery of the measurable learning objectives in a given subject area.

SUMMATIVE ASSESSMENTS (Assessment OF Learning): Summative assessments are given one time at the end of the semester or school year to evaluate students' performance against a defined set of measurable learning objectives. These assessments may be given at a district, state, or national level and are usually used as part of an accountability program or to otherwise inform policy. They could also be teacher-administered end-of-unit or end-of-semester tests that are used solely for grading purposes.

INTERIM ASSESSMENTS: Assessments administered during instruction to evaluate students' knowledge and skills relative to a specific set of measurable learning objectives in order to inform policymaker or educator decisions at the classroom, school, or district level. The specific interim assessment designs are driven by the purposes and intended uses. The results of any interim assessment must be reported in a manner allowing aggregation across students, occasions, or concepts.

FORMATIVE CLASSROOM ASSESSMENTS (Assessment FOR Learning): Assessments used by classroom teachers to diagnose where students are in their learning, where gaps in knowledge and understanding exist, and how to help teachers and students improve student learning. The assessment is embedded within the learning activity and linked directly to the measurable learning objective(s). It can be a five-second assessment and is often called "minute-by-minute" assessment or formative instruction. Furthermore, the tasks presented may vary from one student to another depending on the teacher's judgment about the need for specific information about a student at a given point in time. Providing corrective feedback, modifying instruction to improve the student's understanding, or indicating areas of further instruction are essential aspects of a classroom formative assessment. There is little interest or sense in trying to aggregate formative assessment information beyond the specific classroom.

Instructional Resources and Selection Procedures

The selection of instructional resources is an important part of the total educational program. The content and quality of those materials influence not only what students learn but how well they learn. Therefore, educators must be as conscientious about selecting instructional resources as they are about developing curriculum. The process of selecting instructional resources shall be systematic, objective, and thorough. (Reference [Policies and Regulation for the Columbia Public Schools IIA](#), Sections [IIAC](#), and [IIAC-R1](#))

Definition

Instructional Resources (e.g. textbooks, anthologies, trade books, and digital media) are used by students as a standard work for a particular course of study or subject area.

Supplementary materials complete, reinforce, or extend the curriculum.

Selection Criteria

Selection criteria shall include:

1. Alignment with district curriculum.
2. Complete and impartial factual treatment of the subject matter.
3. Empirical evidence of effectiveness based on relevant high quality research, where available.
4. Quality and timeliness of the material.
5. Appropriateness for the needs, abilities and achievement level of the students.
6. Appropriate representation for the cultural needs of all students:
 - Ethnicity
 - Gender
 - Disability
 - Family Structure
7. Appropriateness for the prevailing cultural and moral standards of the community.

Personnel

The district level coordinator responsible for a course of study or subject area shall supervise the selection of instructional resources and supplementary materials with the input of classroom and special education teachers, administrators, and other stakeholders as appropriate.

Procedures

The following shall be used in analyzing, evaluating, and adopting instructional resources and supplementary materials:

- A. Resources shall be evaluated on a regular basis according to the Program Evaluation/Curriculum Review Schedule.
- B. The district coordinator will convene a Selection Committee and solicit preview copies or logins.
- C. The Selection Committee will review district curriculum and utilize criteria established for evaluating resources. (A General Criteria Selection Guide is provided below, but the district coordinator may develop an evaluation form specific to the content area that includes these general criteria.)
- D. If necessary, the Selection Committee will narrow the possible choices to 3-5.
- E. All teachers teaching the subject will be given the opportunity to examine the resources being considered for adoption.
- F. The Selection Committee will complete its evaluation and make a recommendation.
- G. All instructional resources and supplemental materials will be purchased through the district level coordinator's office. Resources for special education will be included with all new adoption purchases.
- H. In the event of a citizen complaint, a procedure for the re-evaluation of instructional resources and supplemental materials shall be maintained by the administration and facilitated by building principals. ([See "Procedure for Formal Reconsideration of Materials" Curriculum and Assessment Appendix page 15](#))
- I. The adoption of some supplemental materials may not need to involve an extensive review process. The district level coordinator will make that decision.

General Criteria for Selection of Instructional Resources and Supplemental Materials

The following criteria shall be considered when purchasing any instructional resources or supplemental material. District level coordinators for specific disciplines will develop additional criteria.

- A. How does the content of the instructional resource or supplemental material correlate with the instructional objectives of the district curriculum?
- B. How does the content in the instructional resource or supplemental material follow a defensible sequence of concepts and points of view?
- C. How is the material presented to encourage critical thinking?
- D. Is the material up-to-date and current?
- E. Is the interest and reading level accessible and appropriate for as many students as possible?
- F. How is the material presented to assure freedom from bias and stereotyping? (See “Consideration for Evaluating the Treatment of Cultural/Ethnic Groups in Instructional Resources and Supplemental Materials” [page 31](#))
- G. Selections should be made using the highest available standards of evidence. What empirical evidence exists regarding this program or practice and how was it used in the selection decision?
 - Was the research conducted objectively by anyone other than the publisher?
 - How large were the stud(ies)? What was the effect size?
 - Is this reviewed by any of the US Department of Education evidence-based sites?
 - How similar were the students in the study compared to our students?
 - Describe the research design of the studies.
- H. Why did you choose the materials over other resources that were reviewed and evaluated?

Considerations for Evaluating the Treatment of Cultural/Ethnic Groups in Instructional Resources and Supplemental Materials

Does this resource or learning material in both its textual content and illustrations:

1. Show evidence on the part of writers, artists, and editors of a sensitivity to prejudice, to stereotypes, to the use of material, which would be offensive to any cultural/ethnic group?
2. Suggest, by omission or commission, or by overemphasis or under-emphasis, that any sexual, racial, religious, economic, disability or ethnic segment of our population is more or less worthy, more or less capable, more or less important in the mainstream of American life?
3. Provide abundant recognition for minority groups by placing them frequently in positions of leadership centrality and fine and worthy models to emulate?
4. Make clearly apparent the group representation of individuals – Caucasian, African-American, American-Indian, Asian, Hispanic, etc.
5. Portray characters of a particular culture with varying skin hues (from light to dark complexion), with a range of hair colors, hair textures, and styles, with variation in lip, eye and nose formation?
6. Give comprehensive, broadly ranging representation to minority groups in art, science, history, mathematics, literature, and in all other areas of life and culture?
7. Assist students to recognize clearly the basic similarities among all members of the human race, and the uniqueness of every single individual?
8. Clarify the true historical and contemporary forces and conditions, which in the past have operated to the disadvantage of minority groups?
9. Help minority group (as well as majority group) students to identify more fully with the educational process by providing textual content and illustrations which give students many opportunities for building a more positive self-image pride, in their group, knowledge consistent with their experience; in sum, learning materials which offers students meaningful and relevant learning worthy of their best efforts and energies?

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Appendix