



ENSURING HIGH-QUALITY CURRICULUM

Checklist for Curriculum Evaluation, Design and Revision:



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ORGANIZING CENTER

- The organizing center is articulated through the title, essential question and big idea.
- The organizing center for each unit of study is a theme, concept, issue, problem, process, or phenomenon and reflects an important outcome of learning.
- The organizing center supports student learning by creating appeal and will result in students engaging in meaningful, purposeful and authentic experiences.



STANDARDS ALIGNMENT, EMPHASIS AND PLACEMENT

- The tasks are strongly aligned to the standards. It is difficult to distinguish between the task and the standard, all skills identified in the standard are included in the task, and the task honors the intent of the standard.
- The standards that are taught and assessed are clearly identified and distinguished from those that are addressed.
- All standards are taught and assessed within the curriculum, providing students with multiple opportunities to practice the skills embedded in the standards.



Standards with foundational skills are placed early on in the school year.



Standards placement reflects grade-level or grade-band focus as revealed through the careful analysis of standards in learning progressions.



Standards placement provides ample opportunity for students to practice complex skills.



Standards placement reflects developmentally appropriate practice.



DIVERSIFIED AND BALANCED ASSESSMENTS



Multiple and varied types of assessments are used to ascertain what students know and are able to do. These assessments include information recall, product assessments, demonstrations and process assessments.



The type of assessment used to measure student learning is congruent with the standards being measured.



The purpose of the assessment as a diagnostic, formative or summative assessment is clearly identified and shared with the students.



Diagnostic assessments identify what students know as well as their misconceptions. They are used as a starting point for instruction and as a baseline for measuring growth.



Formative assessments are used to monitor student learning. They provide teachers with information in a way that is accessible and can be used to make instructional decisions.



Formative assessments are opportunities for teachers to provide students with feedback while it still can be used.



Summative assessments are used to measure student learning.



A quality curriculum includes performance tasks that produce as well as measure learning.



LEARNING EXPERIENCES



Learning experiences are written so they describe what the students will do, why they will do it, and what the teacher will have as evidence of student learning.



The learning experiences or lessons are strongly aligned to the standards for the unit of study in which they appear.



The learning experiences and lessons address content, process, and dispositions.



Texts, technology and resources have been chosen because they meet a specific purpose as set out in the standards and learning experiences for the unit.