ADVISORY CURRICULUM COUNCIL STAGES

STAGE I
Initiation/Research
(1 year)
- Identify course understandings & essential questions
- List curriculum standards
- Essential vocabulary
- Review district assessment data
- Review best practices & current research
- Identify areas of need
- Identify technology requirements (if applicable); communicatew/tech dept.
- Create pilot plan

STAGE II
Pilot & Research Review
(1 year)
- Pilot
- Evaluation of curriculum resources
- Identify technology requirements (if applicable); communicate w/tech dept.
- Develop implementation plan
- Develop curriculum training plan

STAGE III
Implementation
(1-2 years)
- Develop Curriculum Guide/pacing, etc.
- Develop plan for and create common assessments
- Evaluate curriculum training and identify future needs

STAGE IV
Ongoing Review
(3-4 years)
- Survey staff who are teaching the subject
- Review district assessment data
- Identify areas of need, if applicable
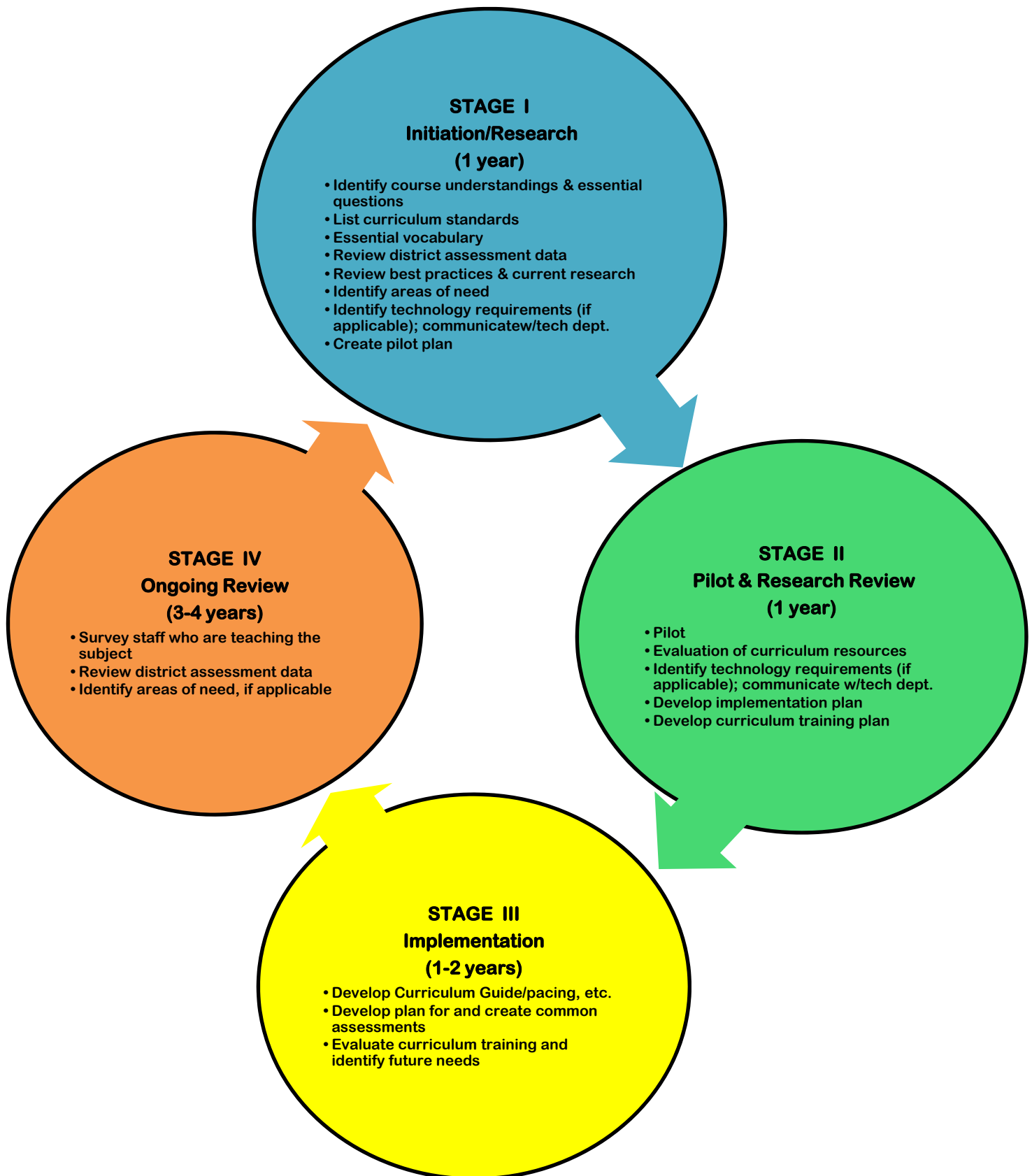
ADVISORY CURRICULUM COUNCIL

Statement of Purpose

The purpose of ACC is to facilitate a systematic initiation, review, development and revision of curriculum in an ongoing fiscally responsible manner to ensure our students are well educated, responsible citizens. This systematic approach will allow appropriate funding decisions to be made for the following:

- Academic and technological resources
- Appropriate professional development
- Ongoing opportunities for refinement of curriculum, instruction, and assessment

Organization Chart

Board of Education
Deputy Superintendent
Curriculum Office
ACC
BAC
Curriculum Committees
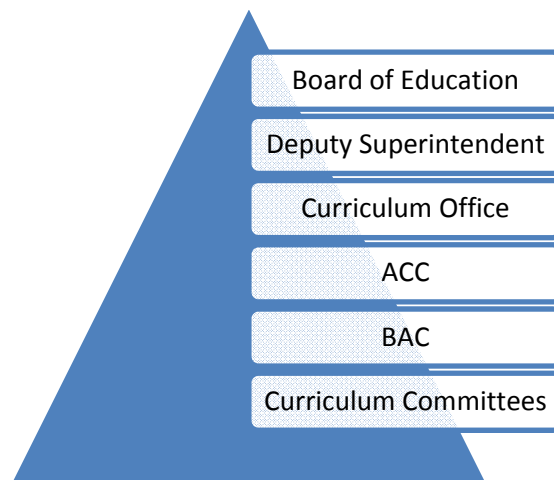
ACC – Individual Member Responsibilities

- Oversee adoption of curriculum
- Understand our district characteristics and initiatives (Strategic plan, performance data, etc.)
- Ask pertinent questions and provide suggestions during the curriculum process (i.e. how will this curriculum meet the needs of all students? How will teachers be provided training? What is the reading level for the curriculum resources? How is the curriculum differentiated?)

<u>Guidelines for Completing the Curriculum Cycle!</u>

I.   An ACC calendar/schedule will be maintained on the ACC web site and will display when each subject area is due to begin Stage I. Stage I will take place at least every seven years and each stage is expected to take place in separate years unless ACC approval is granted to alter this schedule. Each stage must be completed before the next stage in the cycle is begun.

II.   When a subject area is up for Stage I, an "Initiation of Study" document will be sent to the Chairperson of the study in the Spring (April or May) of the preceding school year by the Curriculum Director.

III.   The chairperson will select a committee, complete the timeline for Stage I on the Initiation Sheet and return to Curriculum Director for approval. If summer work will be completed, the Initiation document must be returned by June 1. Otherwise, it is due by October 1.

IV.   For each subsequent stage, the initiation document will be returned to the chairperson for timeline completion for the particular stage that the study is in. Due date for summer work will remain June 1, otherwise it is October 1.

V.   The documents correlated with each stage will be completed during committee work and submitted to ACC according to the timeline below (along with updated budget sheet and sign in sheet for curriculum work and other relevant paperwork).

        a. Stage I *   -   due by May 1 (Year 1)
        b. Stage II*   -   due by Apr. 1 (Year 2)
        c. Stage III *   -   due by Feb. 1 (Year 3-4)
        d. Stage IV **   -   due by Dec. 1 (Year 5-7)

Denotes ACC presentation – see rubric for stage III
**Denotes ACC presentation only if additional need is identified*

Curriculum Study Chairperson Responsibilities

        a. The committee must include representatives from the subject/grade level related to the curriculum and may also include a representative from the level above and/or below (to insure communication and articulation).
        b. Determine how minutes will be kept, and how communication with all pertinent staff will be maintained.
        c. Set meetings in advance with agendas.
        d. Establish goals and deadlines for tasks.
        e. Follow necessary ACC time-lines.
        f. Obtain feedback from all staff affected by curriculum at end of stages 3 and 4.
        g. Save all documents using the following format: course name, course number, stage, chairperson, date (i.e., Biology#0409Stg2Hugo1-15-12)

PRESENTATION RUBRIC

At the end of Stages I, II and III, the committee chair will present to ACC to review the curriculum study process and the budget components of each of those stages. Following each brief presentation, please allow time for questions from the committee.

Below are listed some presentation points for which ACC requires an update regarding your curriculum study!

Stage I – (about 5 min.)
- Briefly provide an overview of your course including the course enduring understandings and essential questions
- Provide a brief overview of information that data analysis gives about your course (i.e., strengths, challenges, etc.)
- Review your pilot plan along with any technology plans

Stage II – (about 5 min.)
- Briefly review the pilot process and provide an overview of the curriculum resource evaluation
- Share the implementation plan including plans for training as well as technology needs

Stage III – (about 5 min.)
- Briefly review the Curriculum Guide
- Review your plan for a common assessment program
- Discuss how well your study and the resources address the curriculum standards
- Were the curriculum materials and resources used in accordance with the specifications indicated by the publisher or according to the training provided? If not, why?
- How are standards not met with the adopted curriculum addressed?
- Share strengths and challenges of the curriculum and resources
- Share future needs if identified

Stage IV – (presentation required only if additional requests will be made)
- Briefly review district assessment information and areas of need
- Summarize additional requests

INITIATION OF STUDY

**This planning document is due to the Curriculum Office by <u>October 1st</u>
for the current stage of your study.**

Course Name: _____ Grade Level: _____

Committee Facilitator: _____

Committee Members: _____

Timeline for Curriculum Work:

Stage I: (1-2 days)
Completion and presentation due to ACC by May 1st

Date(s) _____ Time Duration _____
(1/2 day or full day)
Location _____ Approval _____

Stage II: (1 day*)
Completion and presentation due to ACC by April 1st

Date(s) _____ Time Duration _____
(1/2 day or full day)
Location _____ Approval _____

Stage III: (2 - 4 days release time*)
Completion and presentation due to ACC by February 1st

Date(s) _____ Time Duration _____
(1/2 day or full day)
Location _____ Approval _____

Stage IV: (1/2 day release time*)
Completion and presentation due to ACC by December 1st

Purpose/rationale _____
_____

Date(s) _____ Time Duration _____
(1/2 day or full day)
Location _____ Approval _____

**Release time may be taken in half days or take in form of compensation of $45/half day = 3 hours of
committee work outside of school hours.*

Advisory Curriculum Council

Stage 1: Research

Course Name:	Science
Level:	3rd grade
Committee facilitator:	Deb Wilson
Committee members:	Teachers

To prepare for the upcoming curriculum study, please complete the following sections on the Curriculum Guide:

* Course Understandings
* Course Essential Questions
* Curriculum Standards: (identify – standards will be organized in stage III)
* Essential Vocabulary

Review of District Assessment data:	Best Practice/current research for course curriculum and instructional strategies (add source)
Sound has been a challenge area while light has been a strength. Specifically, students struggle with understanding why sound travels faster through solids than through gases.	The study of science at the 3rd grade level must include: hands-on activities, videos, etc. Students must experience scientific concepts through inquiry in order to understand specific processes, cycles, or laws.

Identify existing materials:
Foss Science Kit
Textbook

Statement of Needs (include curriculum emphases, materials, training needs, etc.)
We need to look at best instructional practices for teaching sound and identify curriculum materials that would enable students to have real-life, hands-on experiences.

Technology requirements for piloting - *Obtain Herb Wansitler's approval (attach e-mail)* <u>**before**</u> *submitting this document to the Curriculum Office.*

Course Technology:	Yes, No, (explanation)	Technology Sign Off
Technology needed to run course requirements:	Resources are web-based.	
Is it currently available in district?	Yes	
If it needs to be purchased, is it compatible with current systems? If not what needs to be done?	N/A	
Timeline for installation:	Fall, 2013	
Funding source: technology or ACC budgets	ACC	

Curriculum Research Plan:	**Pilot Plan:**
Based on our identified needs, we will contact the three major science resource companies and request sample materials. April, May, and June will each contact a company. We will meet again in two months to review the sample materials and reach consensus on materials to pilot.	We have decided to pilot the Battle Creek science program in each grade level, K-5. The company will send us a classroom set of materials free of charge for grades K, 2, and 4 if we purchase pilot materials for grades 1, 3, and 5. June will begin the pilot and use the materials for 3 weeks, then will pass them on to May for use for 3 week. Then, April will use the pilot materials for 3 weeks.

Stage I completion due May 1 to the Curriculum Office.
Attach the following to this Stage I document:
- ☐ **Pilot costs (including materials & training)**
- ☐ **Sign-in sheets from committee work**
- ☐ **Committee meeting minutes**
- ☐ **Curriculum guide with the following components completed:**
    - ♦ **Course understandings**
    - ♦ **Course essential questions**
    - ♦ **Curriculum standards**
    - ♦ **Essential Vocabulary**

Course: _____ **Level:** _____   # STUDY COSTS

PILOT COSTS						IMPLEMENTATION COSTS					

STAGE I - Curr Dev Time

Number of People			Days		$0.00	STAGE 2 - Curr Dev Time					
			(1 day = $91)			Number of People			Days		$0.00
									(1 day = $91)		

Texts/Workbooks/Resources

Item	Quan		Price		Total	Item	Quan		Price		Total
		x		=	$0.00			x		=	$0.00
		x		=	$0.00			x		=	$0.00
		x		=	$0.00			x		=	$0.00
		x		=	$0.00			x		=	$0.00
		x		=	$0.00			x		=	$0.00
Shipping (approx. 10%)					$0.00	Shipping (approx. 10%)					$0.00

Software *(see technology section)*

		x		=	$0.00			x		=	$0.00
		x		=	$0.00			x		=	$0.00
		x		=	$0.00			x		=	$0.00
		x		=	$0.00			x		=	$0.00
		x		=	$0.00			x		=	$0.00
		x		=	$0.00			x		=	$0.00
Shipping (approx. 10%)					$0.00	Shipping (approx. 10%)					$0.00

Hardware *(see technology section)*

		x		=	$0.00			x		=	$0.00
		x		=	$0.00			x		=	$0.00
		x		=	$0.00			x		=	$0.00
Shipping (approx. 10%)					$0.00	Shipping (approx. 10%)					$0.00

Audio-Visual

		x		=	$0.00			x		=	$0.00
		x		=	$0.00			x		=	$0.00
		x		=	$0.00			x		=	$0.00
Shipping (approx. 10%)					$0.00	Shipping (approx. 10%)					$0.00

Other

		x		=	$0.00			x		=	$0.00
		x		=	$0.00			x		=	$0.00
		x		=	$0.00			x		=	$0.00
		x		=	$0.00			x		=	$0.00
		x		=	$0.00			x		=	$0.00
Shipping (approx. 10%)					$0.00	Shipping (approx. 10%)					$0.00

						STAGE 2 SUBTOTAL					$0.00
STAGE 1 SUBTOTAL					$0.00	**STAGES 1 & 2 SUBTOTAL**					$0.00
						STAGE 3 - Curr Dev Time					
						Number of People			Days		$0.00
						STAGES 1 - 3 SUBTOTAL					$0.00
						STAGE 4 - Curr Dev Time					
						Number of People			Days		$0.00

NUMBER OF STUDENTS AFFECTED/COST PER STUDENT:											#DIV/0!

TOTAL: *(Curriculum Work/Pilot/Implementation)* $0.00

GRAND BLANC COMMUNITY SCHOOLS CURRICULUM GUIDE

4th Grade LIFE

Topic	Pacing	Unit	Standards	Enduring Understandings & Essential Questions	Learning Targets	Vocabulary	Materials	Assessments
			L.OL.E.1 Life Requirements - Organisms have basic needs. Animals and plants need air, water, and food. Plants also require light. Plants and animals use food as a source of energy and as a source of building material for growth and repair.	• Plants and animals have basic requirements for maintaining life, which include the need for air, water and a source of energy (food). • How are plants and animals alike? How are they different?				CUA: 4th grade Life
			L.OL.04.15 Determine that plants require air, water, light, and a source of energy and building material for growth and repair.		LT: I can name the things that plants need. LT: I can explain why plants need air, water, light, nutrients, and building materials	Plants requirements for life source of energy building materials repair air water light nutrients	>Bean Plants and experiments from **AIMS Primarily Plants**	
			L.OL.04.16 Determine that animals require air, water and a source of energy and building material for growth and repair.		LT: I can name the things that animals need. LT: I can explain why animals need air, water, light, nutrients, and building materials	animal source of energy building materials repair requirements for life air water light nutrients	>Popsicle stick activity >clay critter activity >critters in the classroom (millipede, guppies, etc) >Owl pellet activity	

Topic	Pacing	Unit	Standards	Enduring Understandings & Essential Questions	Learning Targets	Vocabulary	Materials	Assessments
			L.EV.E.2 Survival – Individuals of the same kind differ in their characteristics, and sometimes the differences give individuals an advantage in surviving and reproducing.	• Organisms have observable traits and physical characteristics that help them survive and reproduce in their environments. • Plants and animals can be classified by observable traits and physical characteristics. • How do physical characteristics help different organisms survive?				
			L.EV.04.21 Identify individual differences (color, leg length, size, wing size, leaf shape) in organisms of the same kind.		LT: I can compare and contrast the characteristics of different individuals (plants and animals)	individual differences organisms observable features enable obtain coloring similarities and differences in organisms	NEED: 16 sets of 2 pictures of the same species: 2 squirrels, 2 white pine trees with diff observable characteristics	
			L.EV.04.22 Identify how variations in physical characteristics of individual organisms give them an advantage for survival and reproduction.		LT: I can explain the advantages of variations between individuals.	camouflage variations (differences) physical characteristics (attributes, appearance, descriptions) survival reproduction advantage location	Make posters that ask: brainstorm differences in people Height- advantages of being short or tall Hand size - Advantages of big or small hands	

Topic	Pacing	Unit	Standards	Enduring Understandings & Essential Questions	Learning Targets	Vocabulary	Materials	Assessments
			L.EC.E.1 Interactions - Organisms interact in various ways including providing food and shelter to one another. Some interactions are helpful; others are harmful to the organism and other organisms.	• Organisms are a part of a food chain or food web where food/energy is supplied by plants, which need light to produce food/energy. • How do humans, plants, and animals depend on each other?				
			L.EC.04.11 Identify organisms as part of a food chain or food web. 6		LT: I can identify the sunas the energy source for all life. LT: I can explain why a plant is called a "producer" LT: I can explain why and animal is called a "consumer" LT: I can describe the roll of a decomposer	predator prey litter food chain food web producers Consumers decomposers populations environment affect survival reproduce	Activity: Owl Pellet >AIMS food chain card games	
			L.EC.E.2 Changed Environment Effects - When the environment changes, some plants and animals survive to reproduce; others die or move to new locations.					

Topic	Pacing	Unit	Standards	Enduring Understandings & Essential Questions	Learning Targets	Vocabulary	Materials	Assessments
			L.EC.04.21 Explain how environmental changes can produce a change in the food web.		LT: I can list changes that can occur in an environment (temp, shelter, light, food sources, water, new species, human construction) LT: I can tell how changes in an environment can affect the survival of plants of animals. LT: I can explain the 3 outcomes of environmental change: (1) Animals and plants survive and reproduce (2) Animals/plants die (3) Animals/plants move to new location	predator prey litter food chain food web producers Consumers decomposers populations environment affect survival reproduce		
			E.ST.E.3 Fossils - Fossils provide evidence about the plants and animals that lived long ago and the nature of the environment at that time.	• Fossils provide evidence that life forms have changed over time and were influenced by changes in environmental conditions. • How have life forms changed over time?				

Topic	Pacing	Unit	Standards	Enduring Understandings & Essential Questions	Learning Targets	Vocabulary	Materials	Assessments
			E.ST.04.31 Explain how fossils provide evidence of Earth's past.		LT: I can define a fossil and explain how a fossil is formed LT: I can expalin how fossils give clues about organisms that lived millions of years ago	fossil, evidence	FOSSILS trade books and specimens kit (1-2 per bldg during kit rotation)	
			E.ST.04.32 Compare and contrast life forms found in fossils and organisms that exist today.		LT: I can compare and contrast organisms alive today to organisms alive millions of years ago (ferns, cockroaches, crocodiles, horses, dinosaurs, elephants).	compare, contrast	FOSSILS trade books and specimens kit (1-2 per bldg during kit rotation)	

Definition: *Essential Questions:*

These are questions that touch our hearts and souls. They are central to our lives. They help to define what it means to be human. Most of the important thought we will conduct during our lives will center on such essential questions. Essential questions usually probe the deep and often confounding issues confronting us. They pass the test of "So what?" They focus on matters of import. Essential questions provide the impetus for investigations and research.

What are the traits of an essential question?

- Have no simple "right" answer; they are meant to be argued.
- Are designed to provoke and sustain student inquiry, while focusing learning and final performances.
- Often address the conceptual or philosophical foundations of a discipline.
- Raise other important questions.
- Naturally and appropriately recur.
- Stimulate vital, ongoing rethinking of big ideas, assumptions, and prior lessons.

Examples of Overarching Essential Questions:

Arithmetic/Math
- What is a number? Why do we have numbers? What if we didn't have numbers?
- What are the limits of mathematics representations and modeling?

Arts
- Where do artists get their ideas?
- How does art reflect, as well as shape culture?

Foreign Language
- What can we learn about our own language and culture from studying another?
- What distinguishes a fluent foreigner from a native speaker?

Geography
- What makes places unique and different?
- How does where we live influence how we live?

Government
- Who should decide?
- How should we balance the rights of individuals with the common good?

Health
- What is healthful living?
- How can a diet be healthy for one person and not another?

History
- Whose story is it? Is history the story told by the winners?
- What can we learn from the past?

Literature
- What makes a great book?
- Can fiction reveal truths? Should a story teach you something?

Music
- How are sounds and silence organized in various musical forms?
- What role does music play in the world?

Science
- To what extent are science and common sense related?
- How are "form" and "function" related in biology?

Technology
- In what ways can technology enhance (or hinder) expression and communication?
- What are the pros and cons of technological progress?

Writing
- How do effective writers hook and hold their readers?
- Why write?

(http://questioning.org/mar05/essential.html, Understanding by Design Professional Workbook, McTighe and Wiggins. 2004.)

Definition: *Enduring Understandings*

Enduring understandings are statements summarizing important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They synthesize what students should understand—not just know or do—as a result of studying a particular content area. Moreover, they articulate what students should "revisit" over the course of their lifetimes in relationship to the content area.

Enduring understandings:

1. Frame the big ideas that give meaning and lasting importance to such discrete curriculum elements as facts and skills.
2. Can transfer to other fields as well as adult life.
3. "Unpack" areas of the curriculum where students may struggle to gain understanding or demonstrate misunderstandings and misconceptions.
4. Provide a conceptual foundation for studying the content area and for basic skills.
5. Are deliberately framed as declarative sentences that present major curriculum generalizations and recurrent ideas.

Examples of Enduring Understandings:

Art
- The greatest artists often break with established traditions and techniques to better express what they see and feel.

Literature
- The modern novel overturns many traditional story elements and norms to provide a more authentic and engaging narrative.
- Reading is a process by which we construct meaning about the information being communicated by an author within a print or non-print medium.

History and Government
- Democracy requires a free and courageous press, willing to question authority.

Mathematics
- Mathematics allows us to see patterns that might have remained unseen.

Physical Education
- A muscle that contracts through its full range of motion will generate more force.

Science
- Gravity is not a physical thing but a term describing the constant rate of acceleration of all falling objects.

(http://www6.grafton.k12.wi.us/district/eclipse/essentialquestions/enduring.html, Understanding by Design Professional Workbook, McTighe and Wiggins. 2004.)

Advisory Curriculum Council

Stage 2: Pilot and Resource Review

Course Name:	Science
Level:	3rd
Committee facilitator:	Deb Wilson
Committee members:	Teachers

* Attach Curriculum Resource Evaluation document (an evaluation must be completed for all reviewed resources).

Review of completed pilot:

After piloting the sound unit for three weeks each, it was determined that the Battle Creek materials fulfill the needs identified in Stage 1. The activities engaged the students in scientific inquiry giving them hands-on experiences with the properties of sound.

Develop summary statement regarding pilot strengths and weaknesses referring to resource evaluation documents and determine best resource.

The Battle Creek program is the K-5 science program recommended for implementation. It was highly rated on 90% of the indicators on the evaluation form. In addition, students scores on the sound unit improved by 30%!

Technology requirements for piloting - *Obtain Herb Wansitler's approval (attach e-mail)* __*before*__ *submitting this document to the Curriculum Office.*

Course Technology:	Yes, No, (explanation)	Technology sign off
Technology needed to run course requirements:	Resources are web-based.	
Is it currently available in district?	Yes	
If it needs to be purchased, is it compatible with current systems? If not what needs to be done?	N/A	
Timeline for installation:	Fall, 2013	
Funding source: technology or ACC budgets	ACC	

Implementation Plan (attach budget sheets):

Materials will be phased in beginning with K-2 during the fall of 2013 and 3-5 during the fall of 2014.

Curriculum Training Plan (please include in budget):

Training on the components within the resources will be provided to K-2 teachers during August, 2013 for one day, then followed up with a day of training in November, 2013.

Stage II completion due April 1 to the Curriculum Office.

Attached the following to this Stage II document:
- □ **Implementation costs (including materials & training)**
- □ **Curriculum Resource Evaluation Forms**
- □ **Sign-in sheets**
- □ **Committee meeting minutes**

GRAND BLANC COMMUNITY SCHOOLS
CURRICULUM RESOURCE EVALUATION FORM

Course Name: _____   **Level:** _____

Resource Title: _____   **Publisher:** _____

Author: _____   **Copyright:** _____   **Edition:** _____

Evaluation Date: _____   **Lexile Level:** _____

	1 Excellent	2 Good	3 Fair	4 Poor	Comments
1. Curriculum Components					
A. Alignment to standards					
B. Conveys course understandings					
C. Technology					
• Online student resources					
• Online teacher resources					
• Assessment generator					
• Digital library (videos, photos, etc.)					
D. Interest level					
E. Higher order thinking skill inclusion					
F. Adaptability to various academic & learning style needs					
G. Balanced treatment of potentially controversial issues					
H. Fair portrayal of men, women & minorities					
I. Interdisciplinary (cross-curricular) recognition & adaptability					
2. Comprehension Strategies					
A. Text features (graphs, glossary, index, captions …)					
B. Accuracy of information					
C. Multiple reading levels available					
D. Content specific vocabulary is accurate					
3. Instructional support materials					
4. Construction quality--durability, paper quality, printing, etc.					
5. Teacher's Edition: Resourceful, contains multiple instructional strategies					
OVERALL RATING					Comments:

Advisory Curriculum Council

Stage 3: Implementation

Course Name:	Science
Level:	3rd grade
Committee facilitator:	Deb Wilson
Committee members:	Teachers…

Curriculum Guide (please submit copies): an electronic file is available to all teachers of the course, containing the following:

* Topic
* Pacing guide (detailing organization of standards and timing guidelines)
* Unit
* Standards
* Course understandings
* Essential Questions
* Materials
* Vocabulary
* Assessments

Describe plan for common summative assessment implementation (i.e. quarterly, semester, final).

3rd graders will take common quarterly science assessments. The quarterlies will include 70% selected response items and 30% constructed response items. The January assessment will include a performance-based task.

Evaluation of Curriculum Training and identify future needs:

The training on the new curriculum resources was thorough. The teachers will contact Deb with questions and needs along the way. We will need to meet after administering the performance task to insure consistent and common grading of student work and evaluate the effectiveness of the new rubric.

Stage III completion due Feb. 1 to the Curriculum Office.
Attach the following to this Stage III document:
- ☐ **Completed Course Curriculum Guide**
- ☐ **Sign-in sheets from committee work**
- ☐ **Committee meeting minutes**

SAMPLE SURVEY OF NEEDS

(To be completed by staff affected by this curriculum study at the end of Stage 3 and during Stage 4)

Subject: _____ Grade: _____ Date: _____

Select a rating from the following scale to indicate your agreement.

1	2	3	4	5
Strongly agree				Strongly disagree

    1) The curriculum resources for this study, meet my students learning needs.   _____

    2) The teacher support resources are useful.   _____

    3) The technology resources are effective.   _____

    4) Some questions that I have about our curriculum resources are:

    5) Some concerns that I have about our curriculum resources are:

    6) Some curriculum and/or training needs include:

    7) Curriculum strengths include:

    8) Curriculum weaknesses include:

ASSESSMENT GUIDE

Assessment Evidence

There are two primary types of assessment: summative and formative. Summative assessment is comprehensive in nature and provides an overall evaluation of a student's progress at the end of a unit or marking period. Formative assessment is used to identify learning gaps and provide feedback to teachers and students over the course of instruction.

Summative assessments can have many different formats including:
- Traditional assessing: multiple-choice, short answer, constructed response…
- Performance tasks: project, portfolio, performance, paper, demonstration, visual product, exhibit…

For a wide variety of formative assessment strategies including use of thinking maps, see formative assessment document on curriculum web page.

Common Course Assessments

Purpose:
- Provide meaningful feedback to parents and students about student progress towards learning standards
- Provide an overall assessment of student mastery of learning standards at the conclusion of a unit or marking period (summative)
- Provide consistency of expectations
- Can inform decisions about student placement
- Provides feedback to the teacher, school, and/or district to inform curricular decisions

Guidelines for development of common assessments:
- Align with essential concepts/standards in a subject area
- Involve multiple levels of cognitive demand and include a range of depth of knowledge questions/tasks (i.e. from foundational knowledge to application of knowledge within novel, engaging real-life problems).
- Allow students to demonstrate what they know.
- One performance task is recommended per semester besides traditional types of assessment.

*** Use of a test blue print is suggested to ensure inclusion of all essential standards and a match to appropriate depth of knowledge levels.*

Advisory Curriculum Council

Stage 4: Ongoing Review

Course Name:	Science
Level:	3rd Grade
Committee facilitator:	Deb Wilson
Committee members:	Teachers
Date:	January, 20--

Review Implementation Survey: (Survey that is sent to all staff teaching the subject and grade level to obtain feedback about curriculum)

Results of the implementation survey demonstrated that staff are comfortable with the curriculum resources, but a need was identified for clarification on the degree to which students should understand how light travels.

Review of assessment data: (identify strengths and challenges in student mastery of standards)

Assessment data shows an improvement in student mastery of sound! :) However, students need some additional instruction to help master concepts of light.

Are there needs, such as additional materials, training or improved assessments? Please explain.

We are requesting a purchase of prisms to enhance the hands-on experiments with light waves so that students can see and develop better understanding of the bending of light.

If materials are inadequate, what are suggestions for improvement?

All materials are adequate. We are only requesting supplemental materials to add to the light unit (see above for explanation).

Stage IV completion due Dec. 1 to the Curriculum Office.

    Attach the following to this Stage IV document:

        ☐ **Sign-in sheets from committee work**

        ☐ **Committee meeting minutes**