

6141-R Curriculum and Assessment Development

Curriculum and assessment development begins with the Wyoming Content and Performance Standards. Using a collaborative model, standards are deconstructed and prioritized with consideration of the following elements: readiness, endurance, assessment, and leverage. The intent of this work is to establish clear and concise learning targets and proficiency level descriptors that define what students need to know, understand, and do.

ELEMENTS OF THE CURRICULUM AND ASSESSMENT

The curriculum consists of elements which must be aligned to each other and the Wyoming Content and Performance Standards:

- Prioritized standards
- Clear and concise learning targets
- Proficiency level descriptors
- District Assessment System (DAS): state, district, school, and classroom
- Primary instructional resources
- District Strategic Plan

The purposes of the curriculum and assessment development process is to ensure equity of opportunity for students by demonstrating alignment of district curriculum and assessments to Wyoming Content and Performance Standards in all ten content areas. Collaborative teams, facilitated by the office of curriculum and assessment with membership consideration across content and grade levels, will ensure a meaningful and equitable educational experience for all students by:

- establishing prioritized standards, derived from the Wyoming Content and Performance Standards with an emphasis on college, career, and military readiness, to determine what students need to know and understand.
- designing student learning targets based on the prioritization of standards to determine what students need to do and define proficiency level descriptors.
- communicating the curriculum scope and sequence across all grade-levels and content areas.
- ensuring that the District Assessment System aligns to the prioritized standards, learning targets, and proficiency level descriptors.
- reviewing district assessment data to determine whether learning targets, as measured by proficiency and/or growth, are being met.
- adjusting instruction as a response to the student data.
- demonstrating alignment to the goals established by the CCSD Strategic Plan.
- implementing resources, materials and programming which are research based, or has empirical evidence of supporting student learning.
- using a continuous improvement curriculum model to review, develop, implement, and monitor.

Assessments will be designed and implemented so that inferences pertaining to equity are supported by outcomes as measured by the District Assessment System.

Students must demonstrate proficiency and/or growth on the standards through successful performance on state, district, and school assessments as indicated in the District Assessment System.

District level and School level progress and recommendations will be reported to the Board of Trustees annually.

THE CURRICULUM AND ASSESSMENT CHANGE PROCESS

Management of major changes in the instructional program is handled by the Curriculum and Assessment Department to maintain effective communication and appropriate planning.

October

- Initiate discussions with curriculum facilitators related to proposed changes in curriculum and assessment.
- Develop action plans for implementation of changes.
- Submit resource adoption request to the Office of Curriculum and Assessment by October 31st.

November

- Discuss proposed changes with respective building administration groups.
- Draft budget for each proposal.

December

- Revise action plans for each specific area.
- Finalize budget plan.
- If needed, present plans to parent and community representatives through the Superintendent's Parent Advisory Committee.

January

- Finalize proposals and request approval from content area curriculum committees, grade level collaborative teams and building administrators.
- Request Superintendent and Cabinet approval.

February

- Display proposed resources to public (30-day requirement).
- Request approval of resources by Board of Trustees.

Due to unforeseen circumstances, the above process may be modified if necessary.

PILOT PROGRAMS

Pilot programs are a small scale, short term trial of resources or pedagogical practice. Pilot programs are used to evaluate items such as: computer software, new technology, elective courses, textbooks, and instructional methodologies which would alter curriculum content or sequence. Pilot programs have no guaranteed right or implied

expectations of becoming an integral part of the district's curriculum and assessment supported resource list.

ADOPTION DATE: January 14, 1992; Revised January 24, 1994; September 11, 1995; September 8, 1997; October 8, 2002; Revised September 27, 2011, Revised April 28, 2020

LEGAL REFERENCE(S): W.S. 21-9-101

CROSS REFERENCE(S): 6141

ADMINISTRATIVE REGULATION: