

## WRITTEN CURRICULM AUDIT TOOL

<b>Focus Area: Curriculum (Written) – Documents</b>				
<p><b><u>Possible Evidence Sources:</u></b></p> <ol style="list-style-type: none"> <li>1. Curriculum Guides</li> <li>2. Board Agendas and Minutes: showing approval of the curriculum</li> <li>3. Curriculum Maps: contain specific information regarding what is taught and where it is taught</li> <li>4. Pacing Guides: guides organized with information useful in daily instructional practices</li> <li>5. Curriculum Committee Meeting Notes: minutes reflect discussions regarding alignment.</li> </ol>				
<p><b><u>Possible Questions:</u></b></p> <ol style="list-style-type: none"> <li>1. Is there a written or electronic curriculum for the areas you are teaching? (Teachers)</li> <li>2. Does the board of education review and adopt the curriculum? (Teachers, Administrators, and Board members)</li> </ol>				
<b>Focus Area and Characteristics</b>	<b>Little or no Implementation</b>	<b>Partially Implemented</b>	<b>Fully Implemented</b>	<b>Exemplary</b>
Curriculum (Written) - The local board of education adopts a rigorous, guaranteed viable written curriculum for each content area supporting the most recent version of the Missouri Learning Standards.	There is little or no evidence in the documents that the board of education has adopted a rigorous, guaranteed viable written curriculum for each content area supporting the most recent version of the Missouri Learning Standards.	There is limited evidence in the documents that the board of education has adopted a rigorous, guaranteed viable written curriculum for each content area supporting the most recent version of the Missouri Learning Standards.	There is evidence in the documents that the board of education has adopted a rigorous, guaranteed viable written curriculum for each content area supporting the most recent version of the Missouri Learning Standards.	There is ample evidence in the documents that the board of education has adopted a rigorous, guaranteed viable written curriculum for each content area supporting the most recent version of the Missouri Learning Standards.

Comments:

Page

**Focus Area: Curriculum (Written) - Standards Alignment (Written Curriculum)**

**Possible Evidence Sources:**

1. Curriculum Guides– the extent to which the curriculum documents are aligned and referenced to the Missouri Learning Standards
2. Scope and Sequence for Each Subject Area – map of what expectations are taught at what grade levels or grade span, and/or courses

**Possible Questions:**

1. Is the curriculum aligned to the Missouri Learning Standards? (Teachers and Administrators)
2. Who aligned the district’s curriculum to the Missouri Learning Standards? (Teachers and Administrators)

Focus Area and Characteristics	Little or no Implementation	Partially Implemented	Implemented	Exemplary
Standards Alignment- The local written curriculum is aligned and organized to the Missouri Learning Standards.	There is little or no evidence that the local curriculum is aligned and organized to the Missouri Learning Standards.	There is limited evidence that the local curriculum is aligned and organized to the Missouri Learning Standards.	There is evidence that the local curriculum is aligned and organized to the Missouri Learning Standards.	There is ample evidence that the local curriculum for all content areas is aligned and organized to the Missouri Learning Standards.

Comments:

**Focus Area: Curriculum (Written) – Articulated Design – Vertical and Horizontal Alignment of Standards**

**Possible Evidence Sources:**

1. Curriculum Documents – Vertical alignment of scope and sequence by content and horizontal alignment of grade level/course curriculum
2. Listing of skills within content areas and across grade levels
3. Written Units and/or Lesson Plans – alignment of instructional activities within and across grade levels

**Possible Questions:**

1. Do you have a scope and sequence (MAP) that delineates what standards should be taught at each grade level and/or course? (Teachers and Administrators)
2. Are you aware of what standards are taught in the grade level or course prior to the one you are teaching? (Teachers)
3. Are you aware of what standards are taught in the grade level or course after the one you are teaching? (Teachers)

Focus Area and Characteristics	Little or no Implementation	Partially Implemented	Implemented	Exemplary
Articulated Design – Vertical and Horizontal Alignment of Standards - The local curriculum documents are designed in a way that ensures cohesion within and across grade levels and content areas.	There is little or no evidence that the local curriculum is designed in a way that ensures cohesion within and across grade levels and content areas.	There is limited evidence that the local curriculum is designed in a way that ensures cohesion within and across grade levels and content areas.	There is evidence that the local curriculum is designed in a way that ensures cohesion within and across grade levels and content areas.	There is ample evidence that the local curriculum is designed in a way that ensures cohesion within and across grade levels and content areas.

Comments:

**Focus Area: Curriculum (Written) – Essential Components**

**Possible Evidence Sources:**

1. Curriculum Guides
2. Scope and Sequence Charts or Curriculum Maps
3. Unit Plans
4. Assessments

**Possible Questions:**

1. What should students know and be able to do when they finish the curriculum? (Teachers)
2. What are the big ideas that anchor the curriculum and frame the content? (Teachers)
3. How will students perform to demonstrate mastery of content? (Teachers)
4. What will classroom instruction need to look like in order to reach the end goal (tasks and activities)? (Teachers)
5. Are there formative and summative assessments that match to the standards and the instruction? (Teachers)

<b>Focus Area and Characteristics:</b>	<b>Little or no Implementation</b>	<b>Partially Implemented:</b>	<b>Implemented:</b>	<b>Exemplary:</b>
Essential Components of the Written Curriculum - The local curriculum documents include the following: <ol style="list-style-type: none"> <li>a. Course and/or Grade Level Rationales, Descriptions and Standards</li> <li>b. Units that include essential questions, assessments, activities and tasks</li> </ol>	There is little or no evidence that the local curriculum includes the essential components.	There is limited evidence that the local curriculum includes the essential components.	There is evidence that the local curriculum includes the essential components.	There is ample evidence that the local curriculum includes the essential components.

**Comments:**

**Focus Area: Curriculum (Written) – Inclusive In Nature for Each Student to Excel**

**Possible Evidence Sources:**

1. Curriculum Documents—lesson plans: demonstrating the extent of differentiation and adaption of instructional activities; variety of assessments, description of applications of knowledge and skills
2. Individual Education Plan - individual plan based on student data

**Possible Questions:**

1. Are appropriate strategies included that meet the needs of special/diverse populations? (Teachers and Administrators)
2. Is the curriculum free of racial, ethnic, and gender bias? (Teachers and Administrators)
3. Are expectations equitable for all students (gifted, At-Risk, etc.)? (Teachers and Administrators)

<b>Focus Area and Characteristics</b>	<b>Little or no Implementation</b>	<b>Partially Implemented</b>	<b>Implemented</b>	<b>Exemplary</b>
<p>Inclusive in Nature for Each Student to Excel - The curriculum is sufficiently flexible to allow for adaptation and modifications to meet a wide range of student needs and abilities (e.g. gifted and/or enrichment, At-Risk, etc.).</p>	<p>There is little or no evidence that the local curriculum is flexible enough to allow for adaptation and modifications to meet a wide range of student needs and abilities.</p>	<p>There is limited evidence that the local curriculum is flexible enough to allow for adaptation and modifications to meet a wide range of student needs and abilities.</p>	<p>There is evidence that the local curriculum is flexible enough to allow for adaptation and modifications to meet a wide range of student needs and abilities.</p>	<p>There is ample evidence that the local curriculum is flexible enough to allow for adaptation and modifications to meet a wide range of student needs and abilities.</p>

Comments:

**Focus Area: Curriculum (Written)– Staff Involvement and Communication**

**Possible Evidence Sources:**

1. Meeting agendas and minutes - extent of conversation centered around curriculum and within and across grade levels
2. Written curriculum documents - extent to which the written curriculum cross-references grade levels and content areas
3. Other communication avenues - newsletters, website(s), etc. that reference descriptions of curriculum

**Possible Questions:**

1. Who developed the written curriculum? (Teachers and Administrators)
2. Do you have access to the curriculum? (Teachers)
3. Are there systems of support in place in the LEA to assist teachers in implementing new curriculum? (Teachers and Administrators)

Focus Area and Characteristics	Little or no Implementation	Partially Implemented	Implemented	Exemplary
Staff Involvement and Communication- The staff being involved in the creation of the curriculum and have access to the curriculum documents.	There is little or no evidence that the staff was involved in the creation of and have access to the curriculum.	There is limited evidence that the staff was involved in the creation of and have access to the curriculum.	There is evidence that the staff was involved in the creation of and have access to the curriculum.	There is ample evidence that the staff was involved in the creation of and have access to the curriculum.

Comments:

**Focus Area: Curriculum (Written) – Student and Parent Communication**

**Possible Evidence Sources:**

1. Course descriptions – including accommodations for non-English speakers
2. On-line communications - ability of students and parents to easily access specific information related to the curriculum or courses
3. Competency profiles and syllabi
4. Two way communications – open houses, curriculum nights, parent activity nights, etc.

**Possible Questions:**

1. Do parents and students have easy access to the curriculum? (Teachers and Administrators)
2. Are parents and students clearly informed of the expectation for a subject/course/unit? (Teachers and Administrators)
3. Are clear and adequate guidelines provided to students and parents concerning various due dates, assessment dates, etc.? (Teachers and Administrators)
4. Do parents and students know how they are doing on course standards through the sharing of assessment results and implications? (Teachers and Administrators)

Focus Area and Characteristics	Little or no Implementation	Partially Implemented	Implemented	Exemplary
Student and Parent Communication of Curriculum-The LEA staff makes a concerted effort to assure that all students and parents have a clear understanding of what is being studied and why it is being studied.	There is little or no evidence that the LEA staff makes a concerted effort to assure that all Students and parents have a clear understanding of what is being studied and why it is being studied.	There is limited evidence that the LEA staff makes a concerted effort to assure that all Students and parents have a clear understanding of what is being studied and why it is being studied	There is evidence that the LEA staff makes a concerted effort to assure that all students and parents have a clear understanding of what is being studied and why it is being studied	There is ample evidence that the LEA staff makes a concerted effort to assure that all students and parents have a clear understanding of what is being studied and why it is being studied

Comments:

**Focus Area: Curriculum (Written) – Review and Revisions**

**Possible Evidence Sources:**

1. Curriculum documents
2. Review and Revision Calendars
3. Board Meeting Minutes and notes
4. Two-way parent communications - open houses, curriculum nights, parent activity nights, etc.

**Possible Questions:**

1. Is there a system for systematically review and revising the curriculum? (Teachers and Administrators)
2. Is there a system in place for updating resources for a curriculum content area? (Teachers and Administrators)
3. Do curriculum review teams consist of all key stakeholders including Pre-K teachers when appropriate? (Teachers and Administrators)

<b>Focus Area and Characteristics</b>	<b>Little or no Implementation</b>	<b>Partially Implemented</b>	<b>Implemented</b>	<b>Exemplary</b>
Curriculum Review and Revisions – The LEA has a system in place to systematically review and revise written curriculum.	There is little or no evidence that the LEA has a system in place to systematically review and revise written curriculum.	There is limited evidence that the LEA has a system in place to systematically review and revise written curriculum.	There is evidence that the LEA has a system in place to systematically review and revise written curriculum.	There is ample evidence that the LEA has a system in place to systematically review and revise written curriculum.

Comments: