CURRICULUM EVALUATION

Regular evaluation of the total curriculum is necessary to ensure that the written and delivered curriculum is improving student learning.

Curriculum evaluation refers to the ongoing process of collecting, analyzing, synthesizing, and interpreting information to aid in understanding what students know and can do. It refers to the sum of all information gathered in the school district to determine student learning and program effectiveness of a given content area.

Curriculum evaluation is a comprehensive process based on information gathered through a comprehensive assessment system. That standards-based system, designed for maximum accountability, is committed to the concept that all students will achieve at high levels - albeit at different times and in different ways. Finally, it is a goal of the curriculum evaluation process to inform decisions which affect significant and sustainable improvements in teaching and student learning.

The superintendent or designee is responsible for curriculum evaluation and for determining the most effective way of ensuring that assessment activities are integrated into instructional practices as part of school improvement with a particular focus on improving teaching and learning. A curriculum framework will describe the procedures that will be followed to establish an evaluation process that can efficiently and effectively evaluate the total curriculum. This framework will, at a minimum, describe the procedures for the following curriculum evaluation activities:

- Identify specific purposes for assessing student learning;
- Develop a comprehensive assessment plan;
- Select/develop assessment tools and scoring procedures that are valid and reliable;
- Identify procedures for collecting assessment data;
- Identify procedures for analyzing and interpreting information and drawing conclusions based on the data (including analysis of the performance of various sub-groups of students);
- Identify procedures for establishing at least three levels of performance (specific to the content standards and the assessment tool when appropriate) to assist in determining whether students have achieved at a satisfactory level (at least two levels describe performance that is proficient or advanced and at least one level describes students who are not yet performing at the proficient level);
- Identify a performance continuum to determine whether students have achieved at a proficient (satisfactory or advanced) or non-proficient level;
- Identify procedures for using assessment information to determine long-range and annual improvement goals;
- Identify procedures for using assessment information in making decisions focused on improving teaching and learning (date based decision making);
- Provide support to staff in using data to make instructional decisions;
● Define procedures for regular and clear communication about assessment results to the various internal and external publics (mandatory for communication about students receiving special education services);
● Define data reporting procedures;
● Verify that assessment tools are fair for all students and are consistent with all state and federal mandates;
● Verify that assessment tools measure the curriculum that is written and delivered;
● Identify procedures for deciding when multiple assessment measures are necessary for making good decisions and drawing appropriate conclusions about student learning;
● Identify roles and responsibilities of key groups;
● Ensure participation of eligible students receiving special education services in district-wide assessments;
● Ensure curriculum complies with applicable laws.

It is the responsibility of the superintendent or designee to keep the board apprised of curriculum evaluation activities, the progress of each content area related to the evaluation process, and to develop administrative regulations for curriculum evaluation including recommendations to the board.

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