

Policy 2100

Instruction

Curriculum Development and Assessment

The Board recognizes that curriculum should provide a clear, valid, and measurable set of standards and objectives and that such curriculum should provide the foundation for a cohesive effort to improve student achievement. Quality curriculum will:

- increase the probability that all students receive appropriate and adequate instruction;
- increase the consistency of what is taught among teachers within the same grade or subject area and across grade levels;
- contribute to high achievement among all groups of students over time; and
- increase a school system's ability to use scarce resources effectively.

Curriculum Development

The Board requires the development of curriculum for all District courses/subjects. The Superintendent or designee shall provide clear direction for their design. The curriculum shall have a consistent format and meet the following criteria:

- align objectives to meet or exceed district, state and national standards and assessments;
- consider student, staff, parent and community expectations or needs;
- clearly state objectives for the desired knowledge, skills, concepts or disposition;
- delineate prerequisite requirements;
- list resources, including texts and other supplementary materials, for each objective;
- provide examples of teaching strategies, methods or activities, when appropriate;
- delineate accountability measures; and,
- develop a review cycle and time lines for curriculum development and evaluations.

The Board is responsible for curriculum adoption and must approve all significant changes before such changes are made. This may include, but is not limited to, the adoption of new textbooks and the addition and elimination of courses. The superintendent shall inform the Board of any program changes, additions, or deletions that are planned for the upcoming year on or before the June Board meeting. The curriculum shall be designed to accomplish the learning objectives and goals for excellence consistent with the District's educational philosophy, mission statement, objectives and goals. As needs change, program offerings must respond.

Assessment

In all program areas and at all levels, the District shall assess student progress toward achieving learner goals and program area performance standards including: the content and data; the accomplishment of appropriate skills; the development of critical thinking and reasoning; and attitude. The District will use assessment results to improve the

education program, and use effective and appropriate tools for assessing such progress. This may include, but is not limited to: standardized tests; criterion-referenced tests; teacher-made tests; ongoing classroom evaluation; actual communication assessments such as writing, speaking, and listening assessments; samples of student work and/or narrative reports passed from grade to grade; samples of students' creative and/or performance work; and surveys of carry-over skills to other program areas and outside of school.

Legal Reference: I.C. § 33-512A (District curricular materials adoption committees)
I.C. § 33-1601 et seq. (Courses of Instruction)
IDAPA 08.02.01 et seq. (Rules of the State Board of Education)

Policy History

Adopted: March 2016