

## **Curriculum Review and Revision Report**

Standard 4.3: The district has an established and well documented process involving teachers in the annual review and/or revision of curriculum based on the analysis of results of standardized tests.

Curriculum\_\_\_\_\_ Date\_\_\_\_\_

Who participated in the review or revision of your curriculum?

What data did you review in order to evaluate your existing curriculum?

What are the major deficiency or skills gaps in student performance or outcomes?

What changes will be made in your curriculum to address the skills gaps?

Please attach a copy of your revised curriculum.

## **SAMPLE**

### **Curriculum Review and Revision Report**

Standard 4.3: The district has an established and well documented process involving teachers in the annual review and/or revision of curriculum based on the analysis of results of standardized tests.

**Curriculum Reviewed** Grade 10 Algebra      **Date** \_\_\_\_\_

**Who participated in the review or revision of your curriculum?**

*Ms. B., Ms C., Mr. D., Mr. E., and Ms. F., the Math Curriculum Consultant*

**What data did you review in order to evaluate your existing curriculum?**

*The Grade 10 MCAS Data for 2003 and 2004, both aggregate and subgroup data. Additionally, the end of Grade 9 Stanford data was reviewed.*

**What are the major deficiency or skills gaps in student performance or outcomes?**

*Students scored poorly on most questions that were representative of the Patterns, Relations and Functions strand. Students scored consistently low on Short Answer and Open Response format questions with the average SA at CCT at .22 and the average ORQ at CCT at 2.1. The MA averages are .61 and 3.4 respectively. Special Needs students, the largest reported subgroup showed wider skills gaps spanning all strands and question types. This was consistent over both 2003 and 2004 assessments.*

**What changes will be made in your curriculum to address the skills gaps?**

*The Math Dept. will be using CORD Math and planning standards based units with explicit alignment with the Framework strands and standards. The units will first identify the essential knowledge and skills, develop an aligned unit assessment and then design the instructional plan for the unit. Unit assessment will be used formatively to insure mastery and the re-teaching of important concepts and skills that are still presenting problems for students. Importantly, the assessments and instructional practice will include MCAS and MCAS like questions to provide practice and feedback to students on ORQ and SA formatted assessment. The Grade 9 and 10 SPED Math teacher will be working with the Math Dept. and using the same instructional units and text to bring the same content and skills to SPED students.*

**Please attach a copy of your revised curriculum.**

**SAMPLE**  
**Curriculum Review and Revision Report**

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**Curriculum**\_\_Carpentry\_\_ **Date**\_\_\_\_\_

**Who participated in the review or revision of your curriculum?**

*Mr. X and Mr. Y with guidance from the Carpentry Advisory Board*

**What data did you review in order to evaluate your existing curriculum?**

*We reviewed the post graduate placement and coop data for the years 2002, 2003 and 2004. Additionally, the Carpentry teachers worked with the Advisory Board to survey Carpentry graduates about their preparation for working in the field.*

**What are the major deficiency or skills gaps in student performance or outcomes?**

*Students, employers and the Co-op Coordinator all reported that students had solid basic carpentry skills, however they lacked “customer service” and employability skills, specifically the ability to work in teams. The other deficit was basic math skills required for measurement and calculation of costs related to work.*

**What changes will be made in your curriculum to address the skills gaps?**

*In revising the curriculum, a unit was developed and added to improve skills related to customer interaction and working in a team. These skills have been integrated into several other units so that students have ample experience and practice opportunities. Two new units have been added to the Carpentry Theory curriculum for Grade 11. The first unit addresses measurement, both linear and area. The second unit addresses estimation of job costs and production of the written estimate.*

**Please attach a copy of your revised curriculum.**