

Curriculum Development and Assessment

The Board is responsible for curriculum adoption and must approve all significant changes, including the adoption of new textbooks and new courses, before such changes are made. The Superintendent is responsible for making curriculum recommendations. No course of study shall be added or eliminated without approval of the Superintendent, nor shall any basic alteration or reduction of a course be made without such approval unless required by law or administrative rules. 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.

Development and Assessment

A written, sequential curriculum shall be developed for each subject area. The curricula shall address learner goals, content and program area performance standards, and District education goals; and shall be constructed to include such parts of education as content, skills, and thinking. A curriculum review cycle and timelines for curriculum development and evaluations shall be developed as well.

The staff and administration will suggest materials and resources, to include supplies, books, materials, and equipment necessary for development and implementation of the curriculum and assessment that are consistent with the goals of the education program.

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 educational program and use effective and appropriate tools for assessing such progress. This may include, but is not limited to

1. standardized tests;
2. criterion-referenced tests;
3. teacher-made tests;
4. ongoing classroom evaluation;
5. actual communication assessments such as writing, speaking, and listening assessments;
6. end of course assessments;
7. samples of student work and/or narrative reports passed from grade to grade;
8. samples of students' creative and/or performance work; and
9. surveys of carry-over skills to other program areas and outside of school.

