

# Series 600 – Education Program

Policy Title: CURRICULUM EVALUATION

Policy Code No. 602.3

Regular evaluation of the total curriculum is necessary to ensure that the written and delivered curriculum is having the desired effect for students.

Curriculum evaluation refers to an ongoing process of collecting, analyzing, synthesizing, and interpreting information to aid in understanding what students know and can do. It refers to the full range of information gathered in the school district to evaluate student learning and program effectiveness in each content area.

Curriculum evaluation must be based on information gathered from a comprehensive assessment system which is committed to the concept that all students will achieve at high levels and that leads to sustainable improvements in teaching and student learning.

The superintendent 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 for reading, mathematics, and science;
- 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 (data 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;
- 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 roles and responsibilities of key groups;
- Involve staff, parents, students, and community members in curriculum evaluation;
- Ensure participation of eligible students receiving special education services in district-wide assessments.

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

Date of Adoption        07/17/2000  
Review Date             05/18/2020  
Revision Date            05/18/2020

Legal Ref.:    20 U.S.C. § 1232h.  
                  34 C.F.R. Pt. 98.  
                  Iowa Code §§ 216.9; 256.7, 279.8; 280.3.  
                  281 I.A.C. 12.8.

Cross Ref.:    101 Educational Philosophy  
                  103 Long-Range Needs Assessment  
                  505 Student Scholastic Achievement  
                  602 Curriculum Development  
                  603 Instructional Curriculum