

## Curriculum Mapping Implementation (Excerpt): The Center for Curriculum Mapping

	Curriculum Mapping Entries	<i>Pre-mapping curricular process</i>				<i>Fully operational mapping process</i>
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>A</b>	<b>Detail on Content</b>	Vague, general description	Listing of a few general topics	Concept with supporting subcomponents	Deliberate choice of topic, problem, theme, issue or work describes main concepts, and subject matter with a focus	Details succinct, clear, specific references to key concepts, facts, materials
<b>B</b>	<b>Essential Questions</b>	No essential questions are entered	Simplistic, uneven in quality, lacking in relevance	Clear focus questions that are accessible to learners	Questions are conceptual and targeted; open for inquiry	Engaging, targeted, insightful questions; frames and aligns content, skills, and assessment that work developmentally
<b>C</b>	<b>Precise Skills</b>	Missing, or inaccurate	Generic verb; broad process	Action verbs are listed indiscriminately; too many	Action verbs are used consistently; skills set in the “foreground”	Commences with action verb; reflects standards and desired proficiencies
<b>D</b>	<b>Targeted Assessment</b>	Absent, incomplete, or unfocused	Generic product or performance is listed	Generic product only; teacher role is noted but not students’ (e.g., teacher observation)	Specific product and performance is noted and aligns with skills	Specific and engaging product and performance providing evidence of student learning; aligns with other elements
<b>E</b>	<b>Developmental Focus</b>	No attention to developmental considerations	Uneven reflection of developmental appropriateness	Limited attention to developmental appropriateness in certain elements	Age, stage of development is reflected in all entries	Age, stage of development is reviewed and considered among faculty regularly
<b>F</b>	<b>Accuracy of Response</b>	Inaccurate information is entered	Attempt at accuracy is inconsistent	General representation of curriculum with little attention to timeframes	Reasonable representation of operational curriculum	Consistent and accurate reflection of operational curriculum anchored in real time
<b>G</b>	<b>Conceptual Understanding of the Design Process</b>	Understanding is not evident	Shows some understanding with some support	Displays understanding of material and design principles consistently	Conveys a depth of understanding of curriculum supported by salient details	Creates engaging, imaginative, rigorous curriculum with deep understanding
<b>H</b>	<b>Internal Alignment</b>	No alignment, elements are missing	Elements are all entered but not aligned	Minimal attention is evident to alignment	Demonstrates alignment between some of the key elements internally, but not all	Demonstrates a clear, coherent, complete correspondence between content, assessment, skills, and essential questions and standards

Developed by Dr. Heidi Hayes Jacobs with source material from PBA Teacherline course, Dr. Bena Kallick and Dr. Laura Fisher, Principia School, St Louis, Maryland. **Note:** the grey areas have been added to the original document to indicate areas which require evaluation with teachers as part of ongoing review.