

Individual Map Review:				
	I. Emerging curriculum map	II. Developing curriculum map	III. Proficient curriculum map	IV. Fully operational curriculum map
Alignment to the New York Common Core Learning Standards	<p>§ The map's content focus appears as vague descriptions with little reference to NYSS & NYCCLS.</p> <p>§ The map content focus appears as a listing of topics with little attention to sequence, learning progressions or instructional coherence.</p>	<p>§ The map is partially aligned to NYSS and NYCCLS, but there is little evidence that the NYCCLS are evident in the text selection or other content connections.</p> <p>§ The map appears to have some content planning but not with full alignment to the NYCCLS sequence.</p>	<p>§ The map demonstrates NYCCLS alignments through the assessments with some connections to text selection (descriptions of text complexity and use of informational text).</p> <p>§ The map concepts are clearly aligned to the NYSS and NYCCLS with a deliberate choice of how topics, problems, themes, issues, or assignments will progress over time.</p> <p>§ The map is inconsistent and does not progress in complexity and cognitive demand over time.</p>	<p>§ The map content is clearly aligned to NYSS, NYCCLS and school-based standards with a deliberate choice of how topics, problems, themes, issues, or work will progress over time.</p> <p>§ The map demonstrates NYCCLS alignments to the embedded assessments with connections to text selection (descriptions of text complexity and use of informational text).</p> <p>§ The map uses explicit language and connections within the map that illustrate a clear NYCCLS progression that describes main concepts and subject matter with a clear focus.</p> <p>§ The map includes content-related materials that increase in rigor over time. There are clear connections to other curriculum maps to help ensure school-wide coherence and cross-content area integration.</p>
	Essential questions/Big	§ Essential questions (EQs)	§ EQs are general and generate specific	§ The EQs are written in a manner that

Ideas (EQs)	<p>are not used, nor are “big ideas” or enduring understandings stated.</p> <p>§ Essential questions are designed to evoke limited responses and/or “yes-no” replies.</p> <p>§ The rationale or purpose for the sequence of learning activities is unclear.</p>	<p>responses.</p> <p>§ EQs are used to help frame the curriculum map, but there is little connection between the EQs and the selected NYCCLS & NYSS.</p> <p>§ EQs and the embedded assessments do not appear to be strategically aligned.</p>	<p>provides multiple possibilities for student response and research.</p> <p>§ EQs are clear and aligned to the NYSS & NYCCLS but are not fully aligned across the grades or content areas.</p> <p>§ EQs are developmentally appropriate and are written with multiple entry points for all learners.</p> <p>§ EQs contain smaller “focusing questions” that help describe the learning arc of the units of study with some connections to the embedded assessments.</p>	<p>student curiosity and challenges them to dig into the subject area in search of possible solutions.</p> <p>§ EQs are clear, essential questions that are aligned to NYSS & NYCCLS and grade levels.</p> <p>§ EQs are written with multiple entry points for all learners with smaller “focusing questions” that carefully scaffold the learning to the final project/assessment.</p> <p>§ EQs focus on student inquiry of the essential question(s) through learning activities.</p> <p>§ EQs are strategically planned to ensure every student gains the content, skills, and processes needed in order to complete the included assessment/project.</p>
	I. Emerging curriculum map	II. Developing map	III. Proficient map	IV. Fully operational map
Precise skills that are aligned to NYCCLS & NYSS	<p>§ Specific skills are missing, haphazard, and make no connection to the NYSS & NYCCLS.</p>	<p>§ Skills listed are generic; they have broad processes and/or are listed indiscriminately.</p> <p>§ Skills have limited connection to specific NYCCLS & NYSS and the learning progressions needed to reach the NYCCLS trajectory (i.e. a logical sequence of learning).</p>	<p>§ Specific skills are listed with a clear alignment to the identified NYCCLS & NYSS.</p> <p>§ Skills are introduced throughout the unit to align to the learning progressions needed to reach the NYCCLS trajectory.</p> <p>§ Skills are strategically set as action verbs and used consistently</p>	<p>§ Specific skills are listed with a clear alignment to identified NYCCLS & NYSS.</p> <p>§ Skills are introduced, supported and applied throughout the learning progressions as stated in the map in order for each student to reach the NYCCLS trajectory.</p> <p>§ Skills are strategically mapped, set as action verbs, used</p>

			<p>with NYCCLS math and ELA practices.</p> <p>§ Skills for developing Habits of Mind are introduced.</p>	<p>consistently and evaluated within the final project and/or assessment.</p> <p>§ Skills are mapped on and across grade levels and/or content areas and include NYCCLS math practices to ensure a developmental progression towards increasingly more complex and cognitively demanding tasks.</p> <p>§ Skills for developing Habits of Mind are included throughout the curriculum.</p>
<p>Curriculum embedded assessments that are targeted and informed by Webb’s DOK and/or the updated Bloom’s taxonomy</p>	<p>§ Assessments are absent, incomplete, or unfocused.</p> <p>§ Assessments included are a generic assignment, or an evaluation is listed with no alignment to the NYCCLS (or NYSS*).</p> <p>§ Assessments are not aligned to the “big idea,” essential questions or the curriculum.</p> <p>§ Assessments are on a Depth of Knowledge(DOK) level of 1 or 2 (or low-level Bloom’s taxonomy).</p>	<p>§ Assessments are included in the map and aligned to NYCCLS (NYSS*).</p> <p>§ Assessments are not clearly connected to the “big idea” and/or essential question(s).</p> <p>§ Assessment may not include any authentic student work/learning opportunities, Performance-Based Assessments (PBAs) or any teacher-developed formative assessments.</p> <p>§ Assessments and/or smaller “tasks” do not build towards the final assessment/project.</p> <p>§ DOK levels are I and II (or low-level Bloom’s).</p>	<p>§ Assessments are included in the map, connected to specific NYCCLS (NYSS*) and to the “big idea” and/or essential question(s) within the unit of study.</p> <p>§ Assessments, both final and ongoing, include a range of assessment tools (i.e. rubrics, exemplars and/or anchor papers) and methodology, including authentic student work/learning opportunities, PBAs and/or teacher-developed formative assessments.</p> <p>§ Assessments and tasks are mapped so students can successfully complete the final assessment/project.</p> <p>§ There is a balance of</p>	<p>§ Assessments are included on the map, connected to specific NYCCLS, the “big idea” and/or essential question(s), and used by the school’s grade level and/or content area.</p> <p>§ Assessments, both final and ongoing, are balanced and include a range of assessment tools (i.e. rubrics, exemplars and/or anchor papers) and methodology, including authentic student work, PBAs and/or teacher-developed formative assessments.</p> <p>§ Assessments and/or ongoing tasks build towards the final assessment/project, thus helping to prepare the student for the final assessment/projects.</p> <p>§ Assessments vary in</p>

			Level I, II and III DOK assessment tasks (more critical thinking as measured by Bloom's).	DOK levels (I, II, III and IV) or Bloom's; they vary in grain size, and they are designed to ensure a range of demanding tasks, including an increase in use of complex texts and tasks over time. § Assessments are mapped over the school year to ensure a wide range of assessment processes, including the use of multiple modalities, media and Web 2.0 tools.
	I. Emerging curriculum map	II. Developing map	III. Proficient map	IV. Fully operational map
Developmentally Appropriate Practices (DAP) with suggested learning progressions	<ul style="list-style-type: none"> · Developmentally Appropriate Practices (DAPS) are not evident on the curriculum map. § Developmental trends for students are not reflected in the essential questions and/or big ideas. § There is little evidence of how instruction is differentiated. § There is no developmental progression built into the map. 	<ul style="list-style-type: none"> § DAPS are partially included in the map. § Developmental needs of students are reflected in the essential questions and/or big ideas. § DAPS are not present in aligned materials and experiences are limited. § There is limited design consideration for differentiated instruction. § DAPS are limited, as indicated in the learning activities and/or lessons, and do not build in complexity, nor increase in cognitive demand over time. 	<ul style="list-style-type: none"> § DAPS are clearly included and aligned to the learning progression. § DAPS of students are reflected in the essential questions and/or big ideas. § DAPS are aligned in the materials and experiences are partially included in the map. § Multiple pathways and differentiated instructions are clearly embedded within each map. § DAPS are clearly articulated to demonstrate how learning activities and/or lessons build in complexity and increase cognitive demand over time. § DAPS are considered in the selection of texts and increase 	<ul style="list-style-type: none"> § DAPS pathways are clear on and across different grade levels and content areas in the map. § DAPS are reflected in the essential questions and/or big ideas to actively engage students in inquiry. § DAPS are aligned in the map to include clearly articulated and supplemental sets of materials and learning experiences. § DAPS are clearly stated and reflected in the activities and/or lessons that build in complexity and increase cognitive demand over time. § Multiple pathways and differentiated instructions are clearly embedded within each map;

			in rigor over time.	<p>lesson extensions and opportunities for individualized projects (including Web 2.0 applications) are clearly articulated.</p> <p>§ DAPS in maps are regularly studied, viewed and revised to ensure there is a logical, developmental progression through the grade levels.</p> <p>§ DAPS are evident in the selection of texts and increase in rigor over time.</p>
Instructional coherence and vertical and horizontal alignment	<p>§ The curriculum map demonstrates little to no alignment within the map components (e.g. EQs, NYCCLS/NYSS, assessments).</p> <p>§ The curriculum map demonstrates no awareness or indication of alignment and/or an active mapping process.</p>	<p>§ The curriculum map attempts to align curriculum, assessment and pedagogy. Some map components are aligned.</p> <p>§ The curriculum map is in content and has instructional gaps. It does not strategically align to the NYCCLS/NYSS.</p> <p>§ The curriculum map has little to no alignment within and across grades/content areas (i.e. vertical or horizontal alignment).</p>	<p>§ The curriculum map demonstrates a clear alignment of curriculum, assessment and pedagogy</p> <p>§ The curriculum map demonstrates a coherent relationship between the essential question, learning experiences, and student work/learning opportunities.</p> <p>§ The curriculum map's learning activities and classroom-based assessments scaffold towards the final project/assessment with clear evidence of an alignment to the NYCCLS/NYSS.</p> <p>§ The curriculum map demonstrates alignment within and across grades/content</p>	<p>§ The curriculum map demonstrates a clear alignment of curriculum, assessment and pedagogy that includes a clear relationship between the essential question, learning experiences, student work and the culminating assessment project.</p> <p>§ The curriculum map alignment illustrates a content progression that is directly linked to relevant grade/content and to the following grade/content expectations as articulated by the NYCCLS.</p> <p>§ The curriculum map school-wide review of these maps helps plan a comprehensive, inter-disciplinary, and coherent course of</p>

			areas (i.e. vertical or horizontal alignment).	study throughout the schools (e.g. Pre-K-5, K-8, 6-8, 9-12).
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Integration of Web 2.0 tools (21st century technology tools) in maps	<p>§ Curriculum maps do not include any reference to technology or digital tools.</p> <p>§ Maps do not include any reference to student use of Web-based tools.</p>	<p>§ Some curriculum maps include student use of technology and/or digital tools to explore and exhibit content understanding.</p> <p>§ Maps include some web 2.0 applications, including, but not limited to, internet research and/or student use of technology to illustrate content understanding.</p>	<p>§ The majority of curriculum maps include both the teacher and student using technology and digital tools so that students can research and exhibit content understanding via mixed media.</p> <p>§ Technology tools are interwoven throughout different units of study so that student use becomes increasingly more complex and cognitively engaging.</p> <p>§ Students have multiple opportunities to use, access and create projects using a range of Web 2.0 tools (e.g. Podcasts, web pages, etc.)</p>	<p>§ Curriculum maps include technology and digital tools that are carefully embedded in all curriculum maps so that teachers and students have access to and experience using a range of tools and opportunities to demonstrate content understanding via mixed media over time.</p> <p>§ Curriculum maps include assessments/projects and/or exhibitions that include the use of online tools.</p> <p>§ All students have multiple opportunities to use, access and create projects using a range of Web 2.0 tools (e.g. Podcasts, web pages, etc.), including group work and connections with students from different schools and/or countries.</p> <p>§ Students are engaged in creating and supporting digital portfolios of their work.</p>
Use of 21st century technology tools to create, share and revise maps	<p>§ Mapping process is not posted and/or shared online.</p>	<p>§ Mapping process is done online and saved electronically, but maps are not shared so others can view them and</p>	<p>§ Online Mapping process is done using a web-based tool (Google Docs, Atlas/Rubicon, etc.) where maps are</p>	<p>§ Online Mapping process is done and archived using a web-based tool (Google Docs, Atlas/Rubicon,</p>

provide feedback and/or suggested changes.

archived and others can view them.

§ There is no mapping process or expectation to edit and/or provide suggestions.

Mapster, etc.) so others can work together to create, revise and/or enrich their maps.

§ Online maps share resources online, including lesson plans, assessments, web activity links, URLs and classroom resources.

§ Online mapping process includes the ability for teachers to search the maps of other teachers in the school as well as maps created by other NYC teachers and other NYCCLS states. If using a web-based tool, there is more global sharing of maps.