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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Curriculum Mapping Entries** | ***Pre-mapping curricular process*** |  |  |  | ***Fully operational mapping process*** |
|  |  | **1** | **2** | **3** | **4** | **5** |
| **A** | **Detail on Content** | 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** | **Essential Questions** | 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 |
| **C** | **Precise Skills** | 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 |
| **D** | **Targeted Assessment** | 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 |
| **E** | **Developmental Focus** | 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 |
| **F** | **Accuracy of Response** | 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 |
| **G** | **Conceptual Understanding of the Design Process** | 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 |
| **H** | **Internal Alignment** | 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 |