

# Provincial Curriculum and Assessment Development Process

In British Columbia, the development of curriculum and assessment is an ongoing process informed by research and global trends. The Ministry considers all feedback from individuals or groups when revising or developing K–12 provincial curriculum and assessment.

Provincial curriculum and assessment follow very similar processes in their development:



*Laying down the Big Ideas by grade.*

	Provincial Curriculum	Provincial Assessment
Research	<ul style="list-style-type: none"> <li>➔ The Ministry conducts research to gather current thinking from around the world about:                             <ul style="list-style-type: none"> <li>• global trends in curriculum design</li> <li>• how students learn and develop generally and in specific discipline areas</li> </ul> </li> <li>➔ The Ministry consults with provincial educators, academic experts, and subject-area specialists.</li> </ul>	<ul style="list-style-type: none"> <li>➔ The Ministry conducts research to gather current thinking from around the world about:                             <ul style="list-style-type: none"> <li>• global trends in assessment</li> <li>• trends in large-scale assessment metrics, constructs, and designs</li> </ul> </li> <li>➔ The Ministry consults with provincial educators, academic experts, and assessment specialists to confirm directions.</li> </ul>
Design	<ul style="list-style-type: none"> <li>➔ The Ministry develops guiding principles and directions to provide the structure for all curriculum and its development.</li> <li>➔ Each curriculum development team decides on the Big Ideas, the Curricular Competencies, and the Content for each grade.</li> </ul>	<ul style="list-style-type: none"> <li>➔ The Ministry, in consultation with educators, develops a framework that:                             <ul style="list-style-type: none"> <li>• establishes assessment principles and guidelines</li> <li>• identifies what will be assessed and the purpose of the assessment</li> </ul> </li> <li>➔ Specifications clarify the relevance of each task and identify the number of questions to be included in the assessment, their weighting and their curricular relevance. These are communicated prior to conducting the assessment.</li> </ul>
Development	<ul style="list-style-type: none"> <li>➔ The development teams, composed of subject-area experts, apply the product specifications to all curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>➔ Item writing (writing of questions or activities) and validation involve educators and testing experts to ensure that appropriate content and forms are used.</li> <li>➔ Each item developed is classified by category and given a cognitive complexity level (representing the level and type of thinking and reasoning required to respond to a task or question).</li> <li>➔ After development, items are reviewed for psychometric (measurement of mental abilities and processes) soundness and grammatical correctness.</li> </ul>





	Provincial Curriculum	Provincial Assessment
<b>Review, Trial, and Revision</b>	<ul style="list-style-type: none"> <li>➔ Redesigned curriculum is made available for teachers and the public to provide feedback to the Ministry.</li> <li>➔ The Ministry conducts reviews:               <ul style="list-style-type: none"> <li>• by specialists for bias, sensitivity, and inclusiveness</li> <li>• by educators and the public to identify broad themes and issues</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➔ For each provincial assessment, a number of reviews are conducted. These include:               <ul style="list-style-type: none"> <li>• general reviews by teachers and other educators</li> <li>• technical reviews by measurement experts</li> <li>• social consideration reviews by specialists for bias and sensitivity</li> <li>• reviews by assessment specialists to ensure that all items adhere to accepted principles and guidelines for item design</li> </ul> </li> <li>➔ Items are trialed (tested in classrooms), a standard procedure in assessment development.</li> <li>➔ Items are reviewed by experts for their overall functioning and psychometric properties (relates to the information collected on an item to see how well it measures what it intends to measure).</li> </ul>
<b>Implementation</b>	<ul style="list-style-type: none"> <li>➔ The Ministry posts final versions of curriculum and supports it with materials such as instructional samples.</li> </ul>	<ul style="list-style-type: none"> <li>➔ To support the consistent administration of the assessments, carefully planned directions are prepared to address security and time allocation, and administration instructions are prepared for teachers and students.</li> </ul>
<b>Marking, scoring, equating, and setting standards</b>	<ul style="list-style-type: none"> <li>➔ N/A</li> </ul>	<ul style="list-style-type: none"> <li>➔ The Ministry will manage centrally the marking of the new provincial assessments. As these new assessments are implemented for the first time, the standard setting will occur in consultation with experts to determine the cut points on the proficiency scales (professional judgments about points along a continuum from novice to accomplished).</li> </ul>

