



SKSS Course Outline Checklist

"Things to consider in making an effective course outline"



Our course outlines are the first means of communication with our students and parents about our classes. They can be a highly effective tool in letting your students know about what they will know when they have completed your course, how you will determine what they will know through assessment, and what will be done to help them be successful should they struggle with concepts in your class. Communication about achievement with students and parents is one of the most important elements for student success in our courses. This is a checklist of a few ideas for you to self-evaluate your course outlines to make sure they effective for you, your students and your parents.

Important / Essential / Focused / Emphasized learning outcomes (What will my students know when they have completed my course?)

- Are the outcomes in line with what my department has collectively agreed upon for the course (so that students leave my class prepared for the next level)?
- Are they written in student-friendly language so that kids truly know a) what they are going to learn, and b) why they need to know it? (Because they always ask "Why are we doing this?")

Assessment Practices (How will they/I know that they have learned these outcomes?)

- Do my students have the opportunity to be involved in their own assessment (ie. setting criteria for assignments/projects)?
- Do my students have multiple ways to demonstrate their learning of an outcome?
- Can my students demonstrate learning at different rates and in different ways?
- Is my weighting based upon outcomes/skills, rather than assessment tools (quizzes, tests) or a time period (term/term/final)?
- Will the timing of my assessments guide my instruction? (Do they help me see areas of strength and weakness for my classes)
- Do my assessments let my students know quickly what learning outcomes they have fully met, or what they are not meeting so they may improve their mark during the course?
- Is achievement assessed separately from effort?
- Are the criteria for effort marks clearly articulated in student-friendly language?

Extra Assistance/Interventions/Remediation (What will we do if they don't learn it?)

- Does my outline indicate what a student can do to get extra help?
- Does my outline describe the interventions available in my class and at the school (ie. Tutorial sessions, Connections Block, After School AI, online help, or other departmental options) and how I will utilize them?
- Does my outline encourage parental involvement in terms of intervention?

Communication with students and parents (How will they know how they are doing?)

- Does my course outline indicate how I will communicate with students about progress, achievement, attendance, etc.?
- Did I ask for their email address? Did I include my email address to avoid the dreaded telephone tag with parents?