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| **Checklist for Review of Secondary Curriculum Matrices** |
| **Course: Chemistry HL** | **Reviewer: KGR****Review Date: 8/7/2013** |
| **MATRICES: How does the current matrix reflect the criteria below?** |
|  | **Not Present** | **Good Start** | **Well on the Way** | **Exemplar** | **Evidence** |
| **Learning Focus** |
| Does the matrix show a clear learning focus for the course? | NP | GS | WW | E | A good start to the matrix—there looks to be accurate representation of the DP concepts/constructs |
| Is it clear what concepts are to be taught and assessed during the course? | NP | GS | WW | E | It is clear which concepts are to be taught as well as where they fall within the DP curriculum framework. |
| Is it clear which of the Common Core Learning Standards (CCLS) are to be taught and assessed during the course? | NP | GS | WW | E | While DP concepts are apparent, as well as NYS science standards and MST concepts, don’t discount the use/application of CCLS. The standards for writing and reading textual information definitely apply to your subject area. |
| Are all CCLS that need to be taught and assessed during the course included on the matrix? | NP | GS | WW | E |
| Does the matrix show necessary additional standards (NYS or other) that are to be taught and assessed? | NP | GS | WW | E | Many DP standards/concepts represented—be sure that they are assessed with each summative assessment |
| Is it clear that content/skills are to be taught in service of the larger concepts/standards identified? | NP | GS | WW | E | Good progress on this step |
| Assessments |
| Are the assessments aligned with the concepts and standards that are the focus of the course? | NP | GS | WW | E | Assessment s are aligned with each topic |
| Are the assessments varied and valid per IB requirements (e.g. open-ended problem-solving activities, investigations, organized debates, hands-on experimentation, analysis and reflection)? | NP | GS | WW | E | Summative assessments are listed, but look to be of the same “type” (while each lab does seem to measure different skills, would it better service the students to have varied assessments? Especially considering that their external assessment is paper and pen… not necessarily practical skill?)Formative assessments are not listed—these need to be skill-based and skill-building (not graded) assessments. |
| **Recommendations:** |
| Continue work on the matrix—specifically looking at/developing formative assessments and the incorporation of CCLS. Summative assessments are needed in units 4, 6, 7.5, 9, and 12.Once the matrix is complete, move on to the unit planners. |