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| **Checklist for Review of Secondary Curriculum Matrices** |
| **Course: College Success** | **Reviewer: Honness****Review Date: 8/2/2013** |
| **MATRICES: How does the current matrix reflect the criteria below?** |
| **\*Finish** **Matrix\*** | **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 | So far, nice job with the Essential Questions and topic listsThey make the course goals seem clear |
| Is it clear what concepts are to be taught and assessed during the course? | NP | GS | WW | E | NA |
| Is it clear which of the Common Core Learning Standards (CCLS) are to be taught and assessed during the course? | NP | GS | WW | E | Add CCSS where appropriate |
| Are all CCLS that need to be taught and assessed during the course included on the matrix? | NP | GS | WW | E | NA |
| Does the matrix show necessary additional standards (NYS or other) that are to be taught and assessed? | NP | GS | WW | E | The Business Standards are there—they need to be matched with the assessments |
| Is it clear that content/skills are to be taught in service of the larger concepts/standards identified? | NP | GS | WW | E | There doesn’t seem to be a clear link from the topics to the assessment. How does a knowledge based test and /or quiz assess some of those topics? |
| Assessments |
| Are the assessments aligned with the concepts and standards that are the focus of the course? | NP | GS | WW | E | Link specific standards to the assessment(s) that measure them—establishing that link will increase the apparent relevance of the course |
| 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 | Nice job adding the formative and summative assessments---but they sound really dry and don’t seem to offer much variety in the types of tasks kids are doing. Is there any way to introduce some variety? It might make the course more appealing and draw a larger number of registrations? |
| **Recommendations:** |
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