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| **Checklist for Review of Secondary Curriculum Matrices** | | | | | | | |
| **Course: English 7** | | | | | | | **Reviewer: Honness**  **Review Date: 8/2/2013** |
| **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 | Clear focus |
| Is it clear what concepts are to be taught and assessed during the course? | NP | | GS | | WW | E | Add MYP concepts |
| Is it clear which of the Common Core Learning Standards (CCLS) are to be taught and assessed during the course? | NP | | GS | | WW | E | CCSS are represented—although only Speaking and Listening are listed on the matrix |
| Are all CCLS that need to be taught and assessed during the course included on the matrix? | NP | | GS | | WW | E | Need to look at 6-8 together to determine which standards are assessed at what point and if there are any gaps |
| Does the matrix show necessary additional standards (NYS or other) that are to be taught and assessed? | NP | | GS | | WW | E | NA |
| Is it clear that content/skills are to be taught in service of the larger concepts/standards identified? | NP | | GS | | WW | E | Sometimes—more detail in calling out the skills and making sure the assessments measure the standards will ensure a cohesive flow for each unit. |
| Assessments | | | | | | | |
| Are the assessments aligned with the concepts and standards that are the focus of the course? | NP | GS | | WW | | E | More deliberate approach of naming the specific standard assessed by each task is needed. Make sure that only standards specifically assessed are included in the unit |
| 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 | More detail is needed in the assessment area—which formative assessment targets which standards. Indicate which assessments satisfy MYP tasks. |
| **Recommendations:** | | | | | | | |
| Modules included, integrate MYP requirements—determine which tasks will satisfy both | | | | | | | |