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| **Checklist for Review of Secondary Curriculum Matrices** |
| **Course: Geometry \*reviewed CCSS matrix** | **Reviewer: Honness****Review Date: 8/1/2013** |
| **MATRICES: How does the current matrix reflect the criteria below?** |
| \*Algebraic Geometry matrix needs to be written?? | **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 | Essential Questions and topic list is clear |
| Is it clear what concepts are to be taught and assessed during the course? | NP | GS | WW | E | MYP concepts are included |
| Is it clear which of the Common Core Learning Standards (CCLS) are to be taught and assessed during the course? | NP | GS | WW | E | Anticipate revising matrix for 2014 |
| Are all CCLS that need to be taught and assessed during the course included on the matrix? | NP | GS | WW | E | Review needed, again, 2014 |
| 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 | There’s a flow from topic to standard to assessment  |
| Assessments |
| Are the assessments aligned with the concepts and standards that are the focus of the course? | NP | GS | WW | E | Specific standards are aligned with the assessment that measures it—verify that each standard is measured in some way |
| 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 | A brief description of the assessment would make it clear that a variety of task types are included,Need to include MYP tasks—create new or integrate old  |
| **Recommendations:** |
| Review and revise using new CCSS info from NYS for 2014Revise and integrate MYP tasksCreate common formative assessment for each summative |