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| **Checklist for Review of Secondary Curriculum Matrices** | | | | | | | |
| **Course: Gr. 6 MYP Computer Tech** | | | | | | | **Reviewer: Honness**  **Review Date: 8/1/2013** |
| **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 | Essential Question strong |
| Is it clear what concepts are to be taught and assessed during the course? | NP | | GS | | WW | E | Yes, 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 | yes |
| 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 | yes |
| 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 established from topic to standards/objectives to assessment which highlights the relevance of the course |
| Assessments | | | | | | | |
| Are the assessments aligned with the concepts and standards that are the focus of the course? | NP | GS | | WW | | E | Link specific objectives and standards to the assessments that measure them. MYP is established, add CCSS |
| 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 | Variety of task types is evident |
| **Recommendations:** | | | | | | | |
| Nice job moving the MYP objectives from the topic list over to the concept column. Interim objectives will be provided in new 2014 Subject Guides (released Fall of 2013)  Revise matrix units as necessary. | | | | | | | |