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| **Checklist for Review of Secondary Curriculum Matrices** | | | | | | | |
| **Course: HoA HL1** | | | | | | | **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 | Clear focus is evident—as is a loyalty to the course guidelines |
| Is it clear what concepts are to be taught and assessed during the course? | NP | | GS | | WW | E | DP concepts are clear and present |
| Is it clear which of the Common Core Learning Standards (CCLS) are to be taught and assessed during the course? | NP | | GS | | WW | E | Some CCLS present, as the History standards are released adapt the matrix. |
| Are all CCLS that need to be taught and assessed during the course included on the matrix? | NP | | GS | | WW | E | Review History standards released from the state—include on the matrix. Include writing standards and reading for information standards. |
| Does the matrix show necessary additional standards (NYS or other) that are to be taught and assessed? | NP | | GS | | WW | E | Tons of standards listed on the matrix—are they all assessed by the summative assessments? |
| Is it clear that content/skills are to be taught in service of the larger concepts/standards identified? | NP | | GS | | WW | E | Context skills are evident—be sure that they all lead toward each assessment. |
| Assessments | | | | | | | |
| Are the assessments aligned with the concepts and standards that are the focus of the course? | NP | GS | | WW | | E | Assessments seem to be aligned with the IB assessments and progress in difficulty. |
| 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 |  |
| **Recommendations:** | | | | | | | |
| Change in formative assessments—all should be ungraded (feedback generating) assessments leading up to skills necessary for success on the summative assessments.  Standards (concepts really) heavy… all assessed? Is that possible  Last two units as one?  Complete pieces of last two units | | | | | | | |