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| **Checklist for Review of Secondary Curriculum Matrices** | | | | | | | |
| **Course: HS Instrumental** | | | | | | | **Reviewer: Honness**  **Review Date: 6/24** |
| **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 | It is clear that each component of “Band” is included |
| Is it clear what concepts are to be taught and assessed during the course? | NP | | GS | | WW | E | yes |
| 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 included 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 | Music standards are included. |
| Is it clear that content/skills are to be taught in service of the larger concepts/standards identified? | NP | | GS | | WW | E | Flow from topics to objectives/standards to assessment is clear |
| 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. This is essential for determining whether course goals are met and making the alignment clear. |
| 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 | Adding a bit of description to the summative assessment would be helpful |
| **Recommendations:** | | | | | | | |
| Review and adjust matrix if necessary  Link standards to assessments and add a bit of description | | | | | | | |