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| **Checklist for Review of Secondary Curriculum Matrices** | | | | | | | |
| **Course: Lang A Lit 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 throughout |
| Is it clear what concepts are to be taught and assessed during the course? | NP | | GS | | WW | E | Concepts are addressed—perhaps some attention to the sections of the IB syllabus? (Part 1-4?) |
| Is it clear which of the Common Core Learning Standards (CCLS) are to be taught and assessed during the course? | NP | | GS | | WW | E | Clear concepts chosen |
| Are all CCLS that need to be taught and assessed during the course included on the matrix? | NP | | GS | | WW | E | This looks good—another review of what is listed and what is appropriate is necessary… just a double check (now that your understanding of the CCLS is more clear). |
| Does the matrix show necessary additional standards (NYS or other) that are to be taught and assessed? | NP | | GS | | WW | E | DP standards are inserted. Please make sure on the unit planner which elements of the DP curriculum are tied to these standards. |
| Is it clear that content/skills are to be taught in service of the larger concepts/standards identified? | NP | | GS | | WW | E | Perhaps a bit more clarity is necessary here—clear ties to the overall IB assessments/goals |
| Assessments | | | | | | | |
| Are the assessments aligned with the concepts and standards that are the focus of the course? | NP | GS | | WW | | E | The assessments seem to measure the concepts/standards selected. Be sure that you don’t have more standards listed than you intend to address/represent on the grading tools (rubrics). |
| 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 | Be sure that formative assessments listed are ungraded and used as a source for generating feedback and building necessary skill for the summative assessments. |
| **Recommendations:** | | | | | | | |
| Review formative assessments—they should be skill building based and ungraded. Ensure that they are building necessary skills for the summative assessments, that they are feedback-generating and aim to ensure student success on the summative assessments. If they are intended to be graded, move them to assessments on the unit planner and create something which will achieve the goals for a formative assessment. | | | | | | | |