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| **Checklist for Review of Secondary Curriculum Matrices** | | | | | | | |
| **Course: Lang A Lit HL2** | | | | | | | **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 displayed |
| Is it clear what concepts are to be taught and assessed during the course? | NP | | GS | | WW | E | Clear concepts displayed |
| Is it clear which of the Common Core Learning Standards (CCLS) are to be taught and assessed during the course? | NP | | GS | | WW | E | Standards should offer a progression of difficulty, double check to ensure that CCLS are there and match what the DP requests. |
| Are all CCLS that need to be taught and assessed during the course included on the matrix? | NP | | GS | | WW | E | This is a yepper if you do what I asked in the previous box. |
| Does the matrix show necessary additional standards (NYS or other) that are to be taught and assessed? | NP | | GS | | WW | E | DP concepts are present—be sure that they accurately reflect the content and the overall IB assessments necessary within each section of the matrix/syllabus. |
| Is it clear that content/skills are to be taught in service of the larger concepts/standards identified? | NP | | GS | | WW | E | It is clear—be sure that they scaffold in difficulty/complexity. |
| Assessments | | | | | | | |
| Are the assessments aligned with the concepts and standards that are the focus of the course? | NP | GS | | WW | | E | Assessments are aligned with standards—be sure that they are assessing the standards listed… |
| 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 assessments reflect the language of the IB (and the complexity of the task) |
| **Recommendations:** | | | | | | | |
| The biggest issue of concern is the formative assessments listed. Please keep in mind that formative assessments should be un-graded and providing students with the skills necessary for success on the summative assessment. For many of your units, the current formative assessments will need to either change or disappear. Simply move them to the unit planner as assignments or other assessments… create formative assessments which either model the summative or work on the skill-set necessary for success on the summative.  In addition, make sure that your overall IB assessments are reflected in either the matrix or the unit planner (dependent upon how they are assessed… by you or externally). | | | | | | | |