|  |
| --- |
| **Checklist for Review of Secondary Curriculum Matrices** |
| **Course: Lang A Gr 11 (Lang & Lit)** | **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 | There is a clear focus for the course and a comprehensive approach which purposefully includes the CC and NYS requirements. Another look @ the Language and Lit curriculum is necessary to ensure that the focus is Language based (as opposed to Literature). Consider the advice you received at training. |
| Is it clear what concepts are to be taught and assessed during the course? | NP | GS | WW | E | The current concepts included are strong and will serve your students well. Be sure that the concepts selected mesh with the assessments as well as the CCLS selected. The majority seem to be a good match… a double check wouldn’t hurt. |
| 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 selection and deliberate choices are obvious. |
| Are all CCLS that need to be taught and assessed during the course included on the matrix? | NP | GS | WW | E | Woohoo! |
| Does the matrix show necessary additional standards (NYS or other) that are to be taught and assessed? | NP | GS | WW | E |  |
| Is it clear that content/skills are to be taught in service of the larger concepts/standards identified? | NP | GS | WW | E | There seems to be a decent progression of skill from (not only) previous grades but throughout the matrix. Students are asked to complete more complex tasks as the school year progresses. |
| Assessments |
| Are the assessments aligned with the concepts and standards that are the focus of the course? | NP | GS | WW | E | The current assessments are clearly aligned with the standards, but need to be adapted to change formative assessments from graded endeavors to those providing feedback to students.  |
| 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 | Pay special attention to the IB required assessments, their placement and the tools necessary for assessing them. Please be sure that all assessments relative to pieces of the IB guidelines are taught in the appropriate places. Review the four parts of the syllabus and which assessments fall within each part (see the subject guide!). |
| **Recommendations:** |
| Overall, this matrix is in great shape! The biggest thing to be aware of is the fact that formative assessments need to not be graded. These is a simple transition though—review the formative assessments on the current matrix and see what makes sense as an un-graded formative (necessary for generating strength of skill and feedback to help on the summative assessment). The current assessments don’t have to disappear—add them to the unit planner (in the most appropriate place). |