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| **Checklist for Review of Secondary Curriculum Matrices** |
| **Course: Spanish SL1 & SL2** | **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 it clear what concepts are to be taught and assessed during the course? | NP | GS | WW | E | Clear concepts chosen |
| 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 standards chosen |
| Are all CCLS that need to be taught and assessed during the course included on the matrix? | NP | GS | WW | E | CCLS are present—review the reading informational text standards and see if any apply to the current units of study (and are already assessed within your formative/summative assessments). |
| Does the matrix show necessary additional standards (NYS or other) that are to be taught and assessed? | NP | GS | WW | E | Additional standards are present—and reflect the ultimate DP goals |
| Is it clear that content/skills are to be taught in service of the larger concepts/standards identified? | NP | GS | WW | E | While I know this happens, the current assessments don’t necessary reflect this. Not that something “showy” is necessary, perhaps just some tweaking |
| Assessments |
| Are the assessments aligned with the concepts and standards that are the focus of the course? | NP | GS | WW | E | Assessments are aligned, but doesn’t necessary show this on the matrix—consider looking @ the assessments and showing a stronger reflection of the ultimate DP assessments. |
| 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 | Vary assessments—formative specifically. Current matrix shows the same assessments in every unit of instruction. |
| **Recommendations:** |
| Review the assessments listed—offer some variation as the formative assessment. In addition, remember that the formative assessments should be skill-building and feedback-generating (as opposed to graded). Some changes might need to be made to appropriately reflect this shift. The current assessments can/should be incorporated into the unit planners. |