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| **Checklist for Review of Secondary Curriculum Matrices** |
| **Course: Spanish 9**  | **Reviewer: Honness****Review Date: 8/1/2013** |
| **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 | Essential Questions established, bulleted list of skills should be present |
| Is it clear what concepts are to be taught and assessed during the course? | NP | GS | WW | E | MYP concepts are included—make sure they are at Phase 3 (unit 1). For the later units, make sure to include the concepts that the tasks will be assessed with (not just the Aims) particularly for those with submitted tasks |
| 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 should be included when 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 | LOTE 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 | Yes. |
| Assessments |
| Are the assessments aligned with the concepts and standards that are the focus of the course? | NP | GS | WW | E | Yes. |
| 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 | They are designed to meet MYP requirements. Make sure formative activities lead students to summative assessment and provide feedback |
| **Recommendations:** |
| Make sure that the MYP concepts match the assessment task. |