|  |
| --- |
| **Checklist for Review of Secondary Curriculum Matrices** |
| **Course: Sports and Entertainment Marketing** | **Reviewer: Honness****Review Date: 8/2/2013** |
| **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 | Creating an Essential Question gives the “so what” to the course. |
| Is it clear what concepts are to be taught and assessed during the course? | NP | GS | WW | E | NA |
| Is it clear which of the Common Core Learning Standards (CCLS) are to be taught and assessed during the course? | NP | GS | WW | E | Add CCSS where appropriate |
| Are all CCLS that need to be taught and assessed during the course included on the matrix? | NP | GS | WW | E |  |
| Does the matrix show necessary additional standards (NYS or other) that are to be taught and assessed? | NP | GS | WW | E | Business standards are listed…is each assessed? If not, don’t include it. |
| Is it clear that content/skills are to be taught in service of the larger concepts/standards identified? | NP | GS | WW | E | There is a flow established between the topics, the standards and the assessments---making sure that each standard is assessed, and giving a bit more detail to the description of the task could help to highlight the relevance of the course. |
| Assessments |
| Are the assessments aligned with the concepts and standards that are the focus of the course? | NP | GS | WW | E | Link specific standards to the assessment(s) that measure them |
| 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 | Add a brief description of each assessment—establishes that a variety of task types are used |
| **Recommendations:** |
|  |