

## **Some things to think about while editing maps:**

- Be honest
- Be specific: simply saying “great map” or “good job” doesn’t help anyone; if it is good—why? Tell the mapper!
- If something in the map isn’t clear to you, tell the mapper. If you question why something is or isn’t in the map—tell them! If you can’t clearly understand the alignment—tell them. If the standards seem out of whack—tell them. If the EQ don’t seem essential or kid-friendly or provide a focus—tell them!
- Try to get beyond just how the map “looks.” Yes, the readability is important, but what’s really important is what does the map tell us about what Johnny or Sammie are learning in that grade or class? That is what is REALLY important. This is DATA and data isn’t helpful if it’s not actual, real data!!!

### **1. Essential Questions:**

- a. Can the questions be easily answered? Do they have one right answer? If so, indicate that on your editing sheet. They should be open-ended and require lots of thought and learning.
- b. Are the questions kid-friendly? Could they be posted in a classroom for students and teachers to refer to?
- c. Do the questions help set direction and focus? Are the content and skills what the students would have to know and be able to do in order to answer the question? Once the student understands the concepts and can apply the skills, could they answer the essential questions?
- d. Could the questions appropriately and effectively be used several times throughout the course?
- e. If the same question appears over and over again, does that work? Are the questions aligned and effective for each of the units they are attached to, or should the question be changed or ‘tweaked’ in some of the units?

### **2. Standards**

- a. Did the mapper put the standards directly into the map or use the Alignment Tool in the Standards Profile component?
- b. If the standards are in the map, did the mapper use the goal level, the indicator level, the classroom standard level, or a mixture of all levels? (Can you tell?)
- c. Do the standards seem to fit the content?
- d. Do the standards selected seem to fit the skills?
- e. Look at the assessments listed. Could the teacher determine if the students are making progress toward the standards through the assessment tools listed? In other words, do the assessment tools match the kind of student performance data a teacher would want to collect in his/her classroom.
- f. Remember not all standards are created equal. Do the standards which you think would be very important appear more than once throughout the course of the year?

- g. If the mapper used the profile tool, do the standards assessed match the content and skills in the units in which the assessment is included?
- h. (Profile Tool) Are all the standards assessed? Most?
- i. (Profile Tool) Are the standards which are assessed more than once standards that seem to be the most important standards in that grade level?
- j. (Profile tool) Would the assessment tool indicated be able to give the teacher the needed information re: student performance on that standard?

### 3. Content, skills, assessment

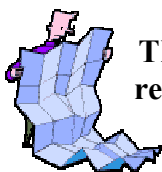
- a. Are the content pieces listed as “nouns” ?
- b. Are the skills pieces listed as “verbs”
- c. Do the content and skills listed give you a “picture” of what the student will be expected to know and be able to do as a result of the class/course?
- d. Does the scope (depth and breadth) of the content and skills make sense and seem reasonable for that course/grade level?
- e. Does the sequence (order) of the content and skills seem to make sense?
- f. Does the time frame seem do-able? i.e., does there seem to be too much, too little, or just enough for the time allotted for each unit?
- g. In your opinion, is there too much, too little, or just enough ‘stuff’ included in the content and skills for each unit? Does the map give you a sense that the mapper considered “depth and breadth of the content area” or does the map seem more like ‘coverage’ or ‘lists of activities’ for the course?
- h. Are the assessments varied? Are they appropriate?

### 4. Alignment

- a. As you look across the map, does it make sense?
- b. Can you see a clear connection from the EQ to the Content and Skills and the standards? Could you draw and line and ‘connect the dots’ across the categories?

### 5. Readability/Usability

- a. Could the principal or another teacher read the map in reasonable time? (How long did it take you to simply read through it--without editing?)
- b. As a result of reading this map, would a colleague who teaches one grade up and one grade below, or who teaches a course that would be a pre-requisite or another course in this discipline know what students will be learning in the mapped course?
- c. Could a parent read the map and understand what their child will be learning in this class?
- d. In other words, is the map usable and useful?



**Think about editing in terms of what you'd like to have feedback on regarding YOUR map. That's probably what other mappers would also like to hear from you ☺**