



Pedagogical Match Questions Curriculum Analysis

Are opportunities provided for teachers to find out what students already think about the ideas in a benchmark at the beginning and throughout the instruction? Is the information used?

Are students engaged in activities (including reading and listening to peers and the teacher) and provided with opportunities to reflect on their activities?

Are teachers alerted to misconceptions described in *Benchmarks*, Chapter 15: The Research Base? Is an attempt made to address the misconceptions?

Are students given experiences with concepts before terms are introduced?

Are opportunities provided for students to practice using knowledge in different contexts?

Are assessment items aligned with *Benchmarks*?

If a classroom visitor asked students what they were doing and why, is there reason to think they would know?