Chapel Hill ISD Curriculum Management Plan

Prepared in collaboration with the Curriculum Management Team

Spring 2015

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DISTRICT VISION, MISSION

AND GRADUATE PROFILE

OUR VISION

CHISD is committed to the development of an instructional program that sets high expectations and results in student learning that meets or exceeds state standards and the expectations of the CHISD graduate profile.

OUR MISSION

Chapel Hill Independent School District works through a team effort between home, school and community to:

- ***Provide a safe and nurturing environment.***
- ***Provide opportunities for social and academic growth in a technologically rich environment.***
- ***Produce positive and productive members of society.***

GRADUATE PROFILE

The fundamental goals of the District's curriculum and instructional program shall enable students by the end of the 12th grade to be:

1. **Self-directed learners**
2. **Effective communicators**
3. **Contributing citizens**
4. **Collaborative team members**
5. **Adaptive problem solvers**
6. **Perceptive thinkers**
7. **Quality producers, and**
8. **Productive workers.**

CURRICULUM MANAGEMENT PLAN

The Curriculum Management Plan is a comprehensive document that provides direction for the design, delivery, evaluation and management of the curriculum.

The curriculum management plan communicates the intent and direction for the district in the area of curriculum and instruction. It also connects the written, taught and tested curriculum in a manner that unifies the district around a common vision and mission. It becomes a catalyst for starting a transformational process for changing the culture of the district, the core work and the relationships of the people within the organization.

The curriculum management plan:

- Establishes guidelines and procedures for the development, revision, deletion, enrichment and evaluation of the written curriculum in all subject areas.
- Provides for an ongoing cycle of curriculum examination.
- Serves as an interface with other major district plans so that the work of the district is collaborative, coordinated, coherent and consistent with the vision, mission and goals of the district.

CURRICULUM PHILOSOPHY

The purpose of education is to impart knowledge, concepts, processes and attitudes while empowering students to be responsible for their own learning by providing a support system that prepares students to master 21st century work and life. Education recognizes characteristics unique to each student and provides a process for development and expression of each student's innate potential and talents. The designers believe that:

1. Every child has the right to the highest quality education/educational program provided in a nurturing, safe and orderly learning environment.
2. We hold ourselves accountable to every single child in our school.
3. Education flourishes in an environment where high standards of character and ethics are expected.
4. Education is a shared responsibility among all stakeholders: students, educators, parents and community.
5. We believe the development of citizenship in all students is essential to a complete education.
6. We believe in the development of leadership throughout the organization is critical to our success.
7. All students can and will learn.
8. Learning is enhanced by passionate and highly qualified teachers who pursue expertise in their fields and are highly valued by the entire community.

(CHISD Beliefs developed and approved in September 2010.)

CURRICULUM EXPECTATIONS:

WRITTEN, TAUGHT AND ASSESSED

The Chapel Hill Independent School District curriculum design is based upon the frameworks of Fenwick English, Grant Wiggins, Jay McTighe and Philip Schlecty. These approaches recognize that teachers are designers similar to an architect or engineer, and that they are the writers designing the plan for authentic work and products to engage the learners in meaningful learning of the state objectives. The writers will use the "backwards" design to achieve the intended results.

The stages of "backwards" design are: identify desired results (written), determine the acceptable evidence (tested) and plan learning experiences and instruction (written and taught). The designers are able to design their objectives for instruction by using assessment data and making decisions about learning goals, instructional content, tests or materials, and instructional time and approaches that best fits the curriculum goals. The designers will prioritize major/enduring understandings the student will need to have the end of the unit. This design allows for seamless quality control and a tightly aligned curriculum as shown in the figure below. (English, 2002)

The process of curriculum development, implementation and evaluation shall include the following aligned components: the **written curriculum** as presented in the curriculum guides, the **taught curriculum** as presented to students by teachers and the **assessed curriculum** to determine student performance. (EG Local)

Written curriculum is defined as those national and state standards, goals and objectives that students are to achieve in school. Curriculum is the district's vision and Graduate Profile in detail.

EXPECTATIONS FOR THE WRITTEN CURRICULUM

- *Curriculum development is a participatory process involving teams that include: teachers, principals, curriculum administrator and instructional coaches.*
- *Curriculum is based on a core set of non-negotiable, relevant and challenging student objectives that guide decisions about teaching and learning. Objectives are both vertically (PK-12) and horizontally aligned (within the instructional level).*
- *Curriculum is developed to ensure that students from teacher to teacher and school to school have the opportunity to learn the same core of significant objectives at a particular instructional level.*
- *The curriculum is accessible and manageable.*
- *The curriculum is assessed regularly at all levels: district, campus, classroom and individual student.*

Taught curriculum refers to instruction, the process by which teachers develop units of study, lesson plans and/or approaches to instruction for teaching the written curriculum.

EXPECTATION FOR THE TAUGHT CURRICULUM

- *Classroom instruction must include all skills required by the alignment and any required units/activities as directed by the curriculum guide.*
- *Teachers are encouraged to use flexibility and creativity in the "how" of teaching (instruction) versus the "what" of teaching (curriculum objectives).*
- *Instructional resources and programs such as textbooks, software and other materials are selected by the curriculum development teams based upon their alignment with the curriculum, as directed by the Chapel Hill ISD process for program adoption.*
- *Professional development is designed and implemented to prepare staff members (new and current teachers, administrators) to teach the curriculum.*

Assessed curriculum is student assessment—both formal and informal—that is used to evaluate progress toward mastery of the written curriculum.

EXPECTATIONS FOR THE ASSESSED CURRICULUM

- *Guide teachers' instruction at appropriate levels of challenge;*
- *Guide students' learning;*
- *Guide district/campus improvement of curriculum alignment and programmatic decisions; and*
- *Communicate progress to parents to support learning at home.*

PHASES OF CURRICULUM DEVELOPMENT

The district shall facilitate the development of curriculum guides for all grades levels and subjects. The superintendent or designee will help form district-wide vertical alignment curriculum development teams to provide input in the curriculum development process.

Teachers, instructional coaches and district-wide curriculum personnel will review annually the delivery of the Texas Essential Knowledge and Skills upon receipt of the state assessment scores. At that time, revision of the resources, instructional strategies and curricular units will occur as a result of this review. A change in state-wide assessment procedures triggers an immediate review of curricular areas assessed. STAAR data as well as ACT, SAT or other relevant data determines what revisions are needed.

The development cycle for all curriculum is an ongoing process. Throughout the year, teachers will track the written curriculum, making notations for possible revisions to the written curriculum.

Phase 1-Assess Needs and Plan

The process includes the following:

- *District curriculum personnel, principals, instructional coaches and teachers complete a needs assessment.*
- *Review national, state and local standards.*
- *Analyze student assessment data.*
- *Make recommendations regarding the need for curriculum development and/or revisions.*

Phase 2-Develop Curriculum

Participants in the curriculum development process include: horizontal and vertical teams, general education, technology, gifted and talented, bilingual, ESL and special education representatives. The teams will:

- *Develop the scope and sequence for each area;*
- *Use the specified district template;*
- *Develop innovative, meaningful and challenging units of study and times frames for teaching;*
- *Create engaging questions and enduring understandings;*
- *List the academic vocabulary necessary for success;*

- *Develop instructional/lesson plans that include instructional strategies, resources, technology, real-world scenarios;*
- *Ensure that curriculum is aligned vertically (articulation) and horizontally (coordination); and*
- *Ensure that the curriculum is aligned with national, state and local content standards, with national state and local assessments with instructional resources and strategies (DEEP ALIGNMENT).*

Phase 3-Implement the Curriculum

Upon the completion of Phase 1 and 2 the district directors will:

- *Develop an implementation plan;*
- *Provide district-wide training to administrators and teachers on the new curriculum;*
- *Assist teachers with the development of lesson plans; and*
- *Monitor the implementation and provide feedback on the new curriculum.*

Phase 4-Monitor, Evaluate and Revise Curriculum

The district will:

- *Appropriate funds for curriculum revision;*
- *Establish review/evaluation methods, procedures and criteria;*
- *Analyze curriculum documents and evaluate data and determine effectiveness of curriculum;*
- *Use feedback from instructional staff for annual adjustments; and*
- *Schedule curriculum revision as needed.*

REQUIREMENTS FOR NEW COURSES

New courses should be developed and reviewed by the campus site-based teams, principal, academic coach and curriculum director. Proposals for new courses should be submitted to the assistant superintendent on the appropriate form (see Resources.) The Curriculum Management Team will review proposals. After the review process, the CMT will submit the course to the Board of Trustees for approval. All approved courses will be offered the following school year provided that the curriculum is developed and all other necessary requirements have been met.

COMPREHENSIVE ASSESSMENT PROGRAM

The Superintendent or designee shall establish assessment approaches for determining the effectiveness of instructional programming at District, campus, and classroom levels. Assessments shall focus on determining the extent to which students are achieving and maintaining mastery of curriculum objectives and the extent to which instructors are displaying effective conveyance of curriculum in the classrooms.

District staff shall design and use a variety of assessment approaches in determining the effectiveness of the planned and written curriculum, the taught curriculum, and instructional programs.

The assessed curriculum shall include the following components:

1. State-level assessments as required.

2. A District criterion-referenced assessment system that documents, records, reports, and awards credit for student skill attainment.

3. An assessment approach for all grade levels and courses.

4. A criterion-referenced information management system at the classroom and building levels for coordinating timely instructional planning, student assessment and placement, instructional delivery, and program evaluation.

5. A program evaluation component that guides program redesign around the District curriculum and program delivery.

6. Teachers shall conduct frequent assessment of students on the curriculum objectives. Teacher-made tests, as well as criterion-referenced tests, shall be used to determine patterns of student achievement. Teachers and supervisors shall use test results to assess the status of individual student achievement, to continuously regroup students for instruction, to identify general achievement trends of various groups of students, and to modify curriculum and/or instruction as warranted by assessment results.

Principals, curriculum directors and academic coaches shall review assessments to help teachers ensure the assessments are congruent with the written curriculum. (*EG LOCAL)*

PROFESSIONAL LEARNING

The program for professional development is focused on continuous improvement of instructional strategies and is designed to provide teachers with the tools and knowledge needed to teach the written curriculum. Professional development will provide the following:

- Research-based training opportunities in the design and delivery of curriculum;
- Induction training for new teachers;
- Mentoring and coaching for all teachers;
- On-the-job application of learning with follow-up and support;
- Opportunities for teachers to share ideas and strategies; and
- The expectation that learning and improving is part of the job.

It is important to think of professional development activities as encompassing a wide range of professional growth experiences. Professional development refers to a systematically planned, comprehensive set of ongoing professional growth activities carried out over time to achieve specific district-wide, school and department improvement objectives. The comprehensive plan is built around four major focus areas: written curriculum, instructional delivery, assessment and organizational improvement as seen through professional learning communities.

Professional learning my take many forms including traditional staff development sessions, on-line opportunities, book studies or learning as a part of the regular instructional day, i.e. Professional Learning Communities. As required by policy, and the Texas Education Code, the campus - level site - based committee shall be involved in decisions in the area of staff development.

The chart below outlines district priorities and established roles and responsibilities.

DISTRICT PRIORITY	DISTRICT LEADERSHIP	CAMPUS LEADERSHIP	TEACHERS
PROFESSIONAL LEARNING COMMUNITIES	District Instructional Leaders • Provide training as necessary • Monitor PLCs	Principals, Assistant Principals, Instructional Coaches • Model, participate in and monitor PLCs	All faculty • Attend and contribute in PLCs • Plan collaboratively • Administer common assessments • Review data
STUDENT ENGAGEMENT	District Instructional Leaders • Conduct Instructional Rounds • Review Instructional Round data • Plan/conduct training for campus leaders	All Principals, Assistant Principals, Instructional Coaches • Conduct Instructional Rounds • Review Instructional Round data in PLCs • Establish student engagement goals • Plan for improvement	All faculty • Review Instructional Round data • Establish student engagement goals • Plan for improvement
RESPONSE TO INTERVENTION	District Instructional Leaders • Provide training as necessary • Assist campus administrators as necessary in development of effective RTI process • Monitor RTI processes	All Principals, Assistant Principals, Instructional Coaches • Train teachers on RTI process • Monitor/participate in RTI process • Review/Use data to drive RTI activities	All faculty • Participate in RTI process • Review/Use data to drive RTI activities
CURRICULUM, INSTRUCTION AND ASSESSMENT MANAGEMENT	District Instructional Leaders • Monitor CIA • Facilitate revisions to CIA • Facilitate/coordinate CIA staff development • Review data	All Principals, Assistant Principals Instructional Coaches • Monitor CIA • Facilitate revisions to CIA • Facilitate/coordinate CIA staff development • Review data	All faculty • Implement CIA • Provide feedback on CIA • Review data

ROLES AND RESPONSIBILITIES

Board of Trustees

The Board shall:

1. Approve the Curriculum Management Plan and adopt multiple instructional resources for teacher use within the constraints of state law and State Board of Education rules.
2. Provide funding for staff development that focuses on curriculum design and delivery for increased student achievement.
3. Communicate to its constituents the Board's curricular expectations.
4. Fund, through the budget process, adequate resources needed to implement the curriculum based on data.

Superintendent

The Superintendent will:

1. Implement the policy.
2. Annually report to the Board concerning implementation.
3. Participate in curriculum development/revision activities.

District Level Administrators

District Level Administrators will:

1. Ensure that a curriculum management plan is in place for curriculum development, revision, and program evaluation and student assessment.
2. Implement the curriculum management plan, providing technical and expert assistance as required.
3. Assist principals in monitoring implementation of the curriculum.

Campus Level Administrators

Campus Level Administrators will:

1. Monitor the implementation of the curriculum.
2. Translate the importance of effective curriculum and instruction practices on a regular basis.
3. Observe classes, monitor lessons and evaluate assessment materials utilized on their campus.
4. Use, as a minimum, the following basic strategies to monitor curriculum:

a. Forty-five minute observations and frequent walk-through observations.
b. Conduct curriculum planning meetings or review of minutes of meetings.
c. Periodic review of curriculum documents.

5. Analyze student assessment data.
6. Provide campus-based training opportunities.
7. Provide opportunities for teachers to discuss and share ideas and strategies.
8. Help parents to understand their role in supporting learning of the curriculum.

Teachers

Teachers will:

1. Teach the District curriculum.
2. Frequently assess and document student mastery of the curriculum objectives; modify instruction to ensure student success.
3. Participate in curriculum development/revision activities.
4. Involve students in the learning process.
5. Diagnose students' learning strengths and needs.
6. Communicate learning strengths and needs to the students, parents and others.
7. Encourage parents to support learning of the curriculum.
8. Participate in the training needed to carry out these functions. *(EG LOCAL)*

Budget

The administration will:

1. Ensure that the District's budget becomes a document that reflects funding decisions based on the organization's educational goals and priorities - a performance-driven budget.
2. The budget development process shall ensure that goals and priorities are considered in the preparation of budget proposals and that any decisions related to reduction or increase in funding levels are addressed in those terms.

Students

Students will:

1. Be active participants in the learning process.
2. Understand their individual learning strengths and weaknesses.
3. Meet or exceed learning requirements based on district curriculum and standards.
4. Strive to exhibit behavior that is conducive to learning for self and others.

Parents will:

1. Establish high expectations for learning.
2. Nurture the student's desire to be a lifelong learner.
3. Accept a shared responsibility with teachers to be a vital part of the learning process.
4. Attend teacher/parent conferences.
5. Monitor their child's progress by reviewing report cards and test data.
6. Ensure that their child completes assigned homework and attends class prepared to learn.
7. Help their child develop good study habits.

GLOSSARY OF TERMS

Assessment

This is a means of determining levels of student knowledge and understanding including pre-assessment (enables teacher and student to gage prior knowledge), formative assessment (gathered over a period to enable course corrections) and summative (mastery of content).

Curriculum

Curriculum in Chapel Hill ISD is defined as the knowledge, skills, concepts, processes and attitudes to be taught and learned at the appropriate levels/area or in courses in our schools. The word curriculum refers to what is written, taught and assessed.

Curriculum Alignment

Curriculum alignment is the coordination, or horizontal alignment, of what is written, taught and tested within a course, within a grade level and from school to school. It also is the articulation, or vertical alignment, of the curriculum from PK-12.

Curriculum Delivery

Curriculum delivery refers to the act of implementing the curriculum, along with the identification of professional development procedures to assist in this implementation.

Curriculum Design

Curriculum design refers to the act of creating the curriculum via specifications or templates.

Curriculum Management Team

The Curriculum Management Team consists of the Assistant Superintendent, Curriculum Directors, Principals and Instructional Coaches. This group will review the plan to make necessary changes and will also assist the Curriculum Writing Team during the curriculum writing process.

Curriculum Writing Team

Curriculum writing team refers to individuals selected to develop content specific curriculum based upon their strategic position in the PK-12 teaching and learning process.

Data-Driven Instruction

Data-driven instruction refers to the use of student achievement data and other learning data to guide instruction, set goals, monitor programs and curriculum, etc.

Professional Learning Communities (PLC)

Professional Learning Communities consists of administrators, academic coaches and teachers who work as a team to address curriculum, instruction and assessment with a focus on student achievement and continuous progress.

STAAR/EOC

STAAR is the State of Texas Assessments of Academic Readiness. This is given grades 3-8. The EOC or End-of-Course Exam is given to grades 9-12. Both are state mandated assessments.

Scope and Sequence

Scope refers to the content to be taught (TEKS) and sequences refers to the order in which the TEKS are to be taught which is driven by prerequisites for new knowledge and skills, assessment schedules, time, etc.

Taught Curriculum

Taught curriculum refers to the delivery of the written curriculum. It is the process that is used by teachers to develop units of study, lesson plans and/or approaches to instruction for teaching the written curriculum. Teachers follow the courses of study and instructional materials provided by the District, the essential knowledge and skills for each student mandated by the state, and the scope and sequence developed by teachers and approved by the district.

Tested Curriculum

Assessed curriculum is that portion of the written curriculum that is assessed, both formally and informally, to evaluate student progress toward mastery of the written curriculum. Teacher-made tests, district assessments and state assessments are congruent with what is written and taught.

Written Curriculum

Written curriculum is defined as those standards, goals and objectives students are to achieve and teachers are to teach. It contains knowledge, concepts and skills that are aligned to state standards; developed assessments; suggested timeframes; and aligned resources.

CURRICULUM GUIDE ANALYSIS

District curriculum documents are scored and considered adequate with a minimum score of 12 out of 15 points on the Curriculum Guide Analysis. The desired standard for all curricula is the maximum of 15 points. Those that are inadequate are scheduled for revision. The rubric is as follows.

POINT VALUE	CRITERIA
Clarity and specificity of objects	
0	No goals/objectives present
1	Vague declination of goals/learner outcomes
2	States task to be performed or skills to be learned
3	States for each objective the what, when (sequence within course or grade), and how actual standard is performed and the time spent on objective
Congruity of the curriculum to assessment	
0	No assessment approach
1	Some approach of assessment stated
2	States skills, knowledge, concepts which will be assessed
3	Each objective is keyed to district/state performance assessment
Definition of the prerequisite TEKS	
0	No mention of required skill
1	States prior general experience needed
2	States prior general experience needed in specific grade level
3	States specific documented prerequisite of discrete skills/concepts required prior to this learning
Definition of the major instructional tools	
0	No mention of textbook or instructional tools/resources
1	Names the basic text/instructional resources
2	Names the basic text/instructional resources and supplementary materials to be used
3	States for each objective the “match” between the basic/text instructional resources and the curriculum objective
Clear approaches for classroom use	
0	No approaches cited for classroom use
1	Overall, vague statement for approaching subject
2	Provides general suggestions on approach
3	Provides specific examples on how to approach key concepts/skills in the classroom

CURRICULUM REVIEW CYCLE

The curriculum for all state foundation courses that lead to an assessment through the Texas testing system will be reviewed throughout the academic year and following the receipt of the state/local assessment scores. All other courses, including foundation elective courses, will be reviewed every five years.

The cycle of review **will** be as follows:

Course Area	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
	2015-16	**2016-17**	**2017-18**	**2018-19**	**2019-20**
State Foundation					
English Language Arts		✓			
Mathematics	✓				✓
Science			✓		
Social Studies				✓	
State Enrichment					
Career and Technology		✓			
Fine Arts	✓				
Physical Education/Health					✓
Languages other than English			✓		
Local Electives				✓	

This review cycle is for planning purposes. The cycle will be modified to reflect any changes in the state assessment system, in the Texas Essential Knowledge and Skills, the instructional materials adoption cycle or needs assessment data.

Big Ideas	Size 10
Essential Questions	Size 10

Unit Title	Size 10
Unit Summary	Size 10

Process Standards Unpacked with Content TEKS				Notes
TEKS	Skills	Concept(s)	Context:	Instructional Strategies
"CHallenge"	Size 10	Size 10	Size 10	Size 10
	Size 10	Size 10	Size 10	
	Size 10	Size 10	Size 10	
	Size 10	Size 10	Size 10	
	Size 10	Size 10	Size 10	

ELPS	CCRS
Size 10	Size 10

Connections		
Essential Vocabulary	Size 10	Size 10
Language Objective	Math: Science: Social Studies: ELA: Technology:	
Assessment	Size 10	Size 10
	Assessment Links: Size 10	Size 10

Interventions		
Tier 1 Classroom Interventions	Size 10	
Tier 2	Classroom	GCS
Tier 3	Classroom	GCS
Gifted Talented	Size 10	
Additional Supports	Size 10	

ELEMENTARY CURRICULUM GUIDE Grade ___			
Knowledge and Skills Statement for current grade level			
____Grade	____Grade	____Grade	____Grade
List Year Before Student Expectation that correlates with SE of current grade level	List Student Expectation for mastery of current grade level	List Year After Student Expectation that correlates with SE of current grade level	List 2 Year After Student Expectation that correlates with SE of current grade level

Sample STAAR Questions	Essential Questions	Teacher Resources
List test item/s	List Essential Questions	List Teacher Resources
		Applicable Genres and Suggested Texts
Academic Vocabulary	Guiding Questions	
List Academic Vocabulary	List Guiding Questions	List for Reading Instructions
Need to Know		
List what students need to know and understand in the process of mastery.	Activities, Links and Mini Lessons	
	List Activities, Links and Mini Lessons that are applicable	

Level of Difficulty	STAAR Reporting
List level of difficulty, rigor, Blooms, etc.	List Reporting Category

INSTRUCTIONAL PLANNING PROCESS

BEFORE THE ACADEMIC YEAR BEGINS

- Reconcile the scope and sequence with the District/Campus Calendar.

BEFORE THE GRADING PERIOD BEGINS

- Review the TEKS Student Expectations on the scope and sequence to determine the cognitive level and content specificity.
- Analyze the common assessment to determine the concepts, knowledge, skills, context, and prior knowledge needed.
- Analyze the performance indicators for content, process, product, and evaluation method. Determine the type of formative assessment and the evaluation method.
- Plan the lesson and determine the research-based instructional strategies and activities.
- Determine the qualities of choice that you will use to increase student engagement.

AFTER THE GRADING PERIOD ENDS

- Analyze the common assessment data for student strengths and weaknesses.
- Complete an item analysis to determine common misconceptions and reasoning.
- Make instructional decisions regarding your findings.
- Begin the instructional planning process for the next grading period.

NEW COURSE PROPOSAL

School Year ____– _____

Course Title:

Grade level(s):

Rationale/justification in terms of student needs:

Description of the course and objectives:

TEKS addressed:

Methods for evaluating student achievement:

Course prerequisites/requirements:

Amount of credit and GPA required for course enrollment:

Instructional resources/materials to be considered:

Certification/personnel requirements:

Budget implications for first year implementation:

Projected costs for succeeding years:

Description of professional development:

Technology requirements and implementation plan:

Facilities requirements:

_____		_____	
Date	Proposal submitted by	Date	Department Head
_____		_____	
Date	Principal	Date	District subject area Specialist

CHAPEL HILL ISD ASSESSMENT MATRIX

STATE ASSESSMENTS	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
STAAR READING					X	X	X	X	X	X	X ELA I	X ELA II		
STAAR MATH					X	X	X	X	X	X	X ALG			
STAAR SOCIAL STUDIES										X US TO 1877			X US FROM 1877	
STAAR SCIENCE							X			X		X BIO		
STAAR WRITING						X			X					
TELPAS		X	X	X	X	X	X	X	X	X	X	X	X	X
TAKS														OUT OF SCHOOL
TPRI state		X	X	X										
TEJAS LEE state		X	X	X										
CIRCLE	X													
COLLEGE/CAREER READY ASSESSSMENTS	**PK**	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
ASVAB														X
SAT													X	X
PSAT											X	X	X	
ACT													X	X
TSI											X	X	X	X
LOCAL ASSESSMENTS	**PK**	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
MCLASS MATH		X	X	X										
COMMON ASSESSMENTS		X	X	X	X	X	X	X	X	X	X	X	X	X