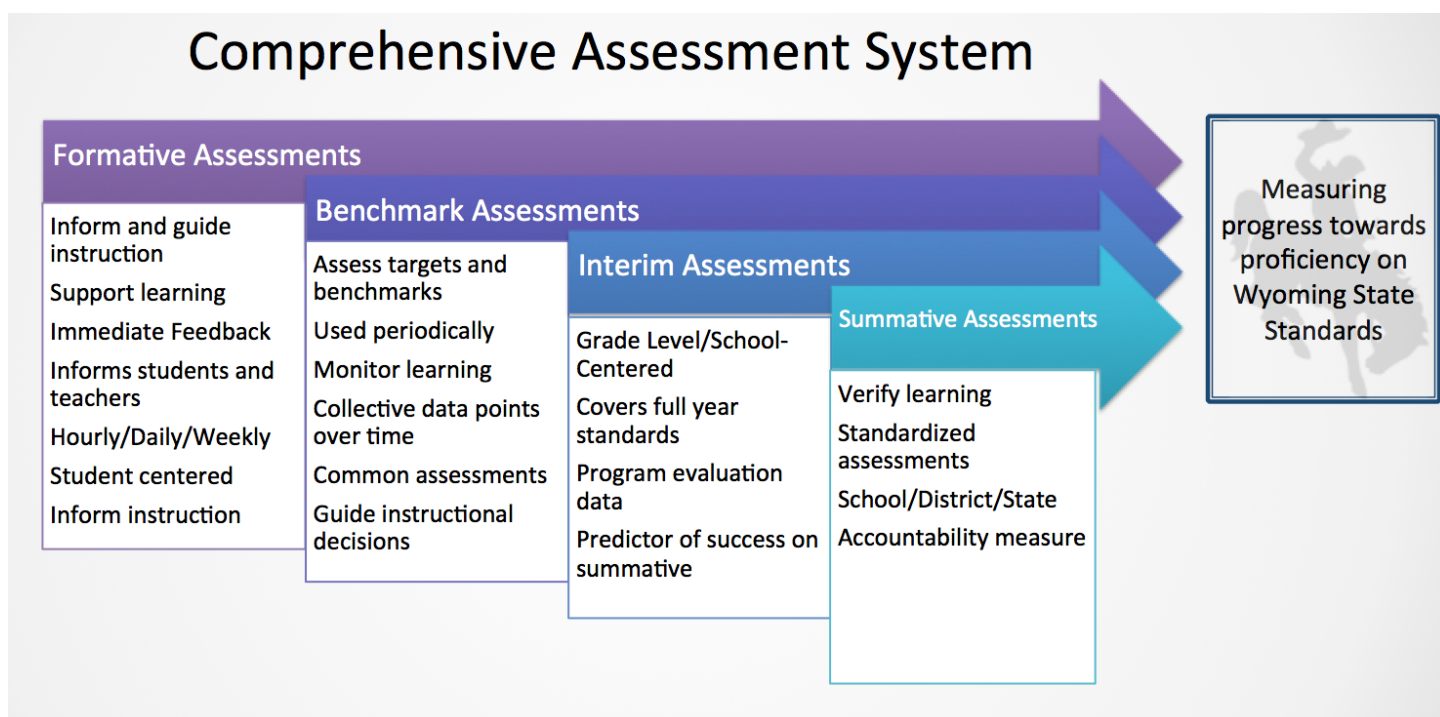# Sweetwater County School District #1

District Assessment System
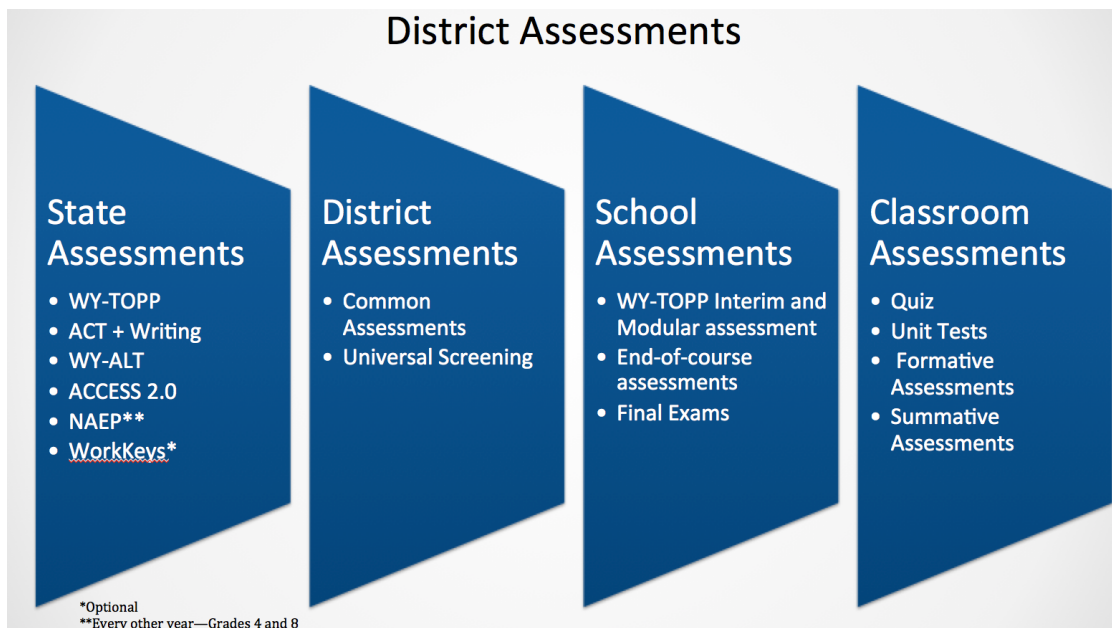
Kelly McGovern, Superintendent

Assessment Definition and Purpose

The district assessment system is used to enhance teaching and learning, monitor student progress towards proficiency, support school improvement, and to provide data for accountability to help ensure the effectiveness of schools, programs, and staff. Many of these assessment tools are used to inform, guide and adjust instruction in both individual and PLC settings. Collectively, these assessments are varied, valid, and reliably document student achievement.

The purpose of the K-12 District Assessment System (DAS) is to ensure equity of opportunity for students by demonstrating alignment of district assessments to the Wyoming Content and Performance Standards in all nine content areas. The assessment system has components that monitor progress and growth towards proficiency on the Wyoming State Standards along with yearly summative snapshots.

Comprehensive Assessment System

Formative Assessments

- Inform and guide instruction
- Support learning
- Immediate Feedback
- Informs students and teachers
- Hourly/Daily/Weekly
- Student centered
- Inform instruction

Benchmark Assessments

- Assess targets and benchmarks
- Used periodically
- Monitor learning
- Collective data points over time
- Common assessments
- Guide instructional decisions

Interim Assessments

- Grade Level/School-Centered
- Covers full year standards
- Program evaluation data
- Predictor of success on summative

Summative Assessments

- Verify learning
- Standardized assessments
- School/District/State
- Accountability measure

Measuring progress towards proficiency on Wyoming State Standards

Assessments given at the classroom level in all content areas support learning and instructional decisions. At the benchmark and interim level, the assessments monitor learning and state level assessments verify learning. Classroom, school and district assessments occur in every content level at all grade levels. State level assessments focus on English Language Arts, Math and Science as well as Career and Technical Education. The District Assessment System will be periodically reviewed and revised to align with the Wyoming State Assessment System based on new legislation and state requirements.

District Assessments

State Assessments	District Assessments	School Assessments	Classroom Assessments
• WY-TOPP • ACT + Writing • WY-ALT • ACCESS 2.0 • NAEP** • WorkKeys*	• Common Assessments • Universal Screening	• WY-TOPP Interim and Modular assessment • End-of-course assessments • Final Exams	• Quiz • Unit Tests • Formative Assessments • Summative Assessments

*Optional
**Every other year—Grades 4 and 8

Alignment Process

Sweetwater #1 In accordance with district policy and in conjunction with the Curriculum Leadership Institute (CLI), SCSD#1 systematically curriculum maps all grade levels and content areas. CLI has provided consistent training with all Subject Area Committees (SAC) in unwrapping standards, cognitive complexity, alignment, validating curriculum maps, writing proficiency scales, writing and validating common assessments. Consultants also support the training, the development and ongoing processes of the Community Curriculum Council (CCC). Counselors, English Learner (EL) teachers and Library Media Specialists are also included in the mapping process. The Long-Range Plan (right) illustrates the systemic long-term process of curriculum mapping,

Sweetwater#1 has a systematic process for aligning and validating the curriculum maps, adoption of resources, as well as writing and validating common assessments. The schedule is driven by the state review of standards every 9 years ensuring implementation with in three years. The Community Curriculum Council reviews the long-range plan annually.

resource adoption and assessment. The curriculum maps are available to view by clicking on this link (Curriculum Maps).

During the 2022-2023 school year, administers and teachers are reviewing the alignment between the blueprints, priority standards, state standards and curriculum maps. This alignment occurs both horizontally and

vertically. The teams have noticed some discrepancies and holes while creating these crosswalks. The curriculum maps, proficiency scales and assessments are being adjusted. The Subject Area Committee (SAC) consisting of district-wide teacher and principal representation do the work. Currently, SCSD#1 has active Subject Area Committees for all nine common core areas as well as counselors, English Learner staff and the library media specialists.

Development of SCSD#1 Curriculum and Common Assessments

Curriculum Mapping
• Alignment
• Pacing
• Sequencing

Validate Curriculum Map
• Instructional Planning Resource
• Validation Survey

Resource Adoption
• Systematic Process
• Research-based

Development of Common Assessments
• Formative
• Interium
• Summative

Implementation & Validation of Common Assessments

Data Teams Cycle
• Data Analysis
• Acting on the Data
• Enrichments
• Interventions

Common Assessments and Development Process

Currently, the district staff administers, validates or is developing common assessments. Using district curriculum maps, proficiency scales are developed and common assessments created. After establishing the proficiency scales, teacher teams create assessments with a variety of cognitive levels. During the design process, teachers will create teacher administration guidelines, an answer key/scoring guide and the student assessments. Teacher administration guidelines are outlined step by step to ensure assessments are administered equitably.

All teachers will pilot the assessment items/tasks, collect student work and send in suggestions via a validation survey for revisions. The teacher feedback and student work will drive the review/revision process. Draft common assessments are reviewed and revised. Teacher teams meet throughout the school year and during the summer to develop assessments and proficiency scales. Subject Area Committee (SAC) members write proficiency scales to ensure that teachers understand what proficiency is on common assessments.

In the fall of 2018, all staff were trained in Unified Classroom that contains a question bank aligned to standards with a variety of DOK levels. This year, the district is exploring the new authoring tool in the WY-TOPP assessment platform and implementing the common and formative assessments. Most adopted resources contain formative assessments we are administering and using. The staff can generate instant formative assessments. Staff are also using WY-TOPP modular assessments, Kahoot and other electronic means as well

paper assessments like exit tickets to formatively assess students. Sometimes formative assessments can be simple as thumbs up and thumbs down or using a dry erase board to record answers.

Assessment Quality & Alignment

The assessment companies, American Institutes of Research (AIR) and ACT, determine alignment of tests such as ACT, ACCESS for EL, WY-ALT and WY-TOPP. Test blueprints and released items are reviewed with teacher PLCs. Blueprints are used to inform instructional planning and curriculum mapping. District developed assessments are designed by expert teachers, piloted and then implemented by all teachers.   All teachers have the opportunity to provide feedback about the assessment. These suggestions are considered by the SAC and changes are made as needed. Student work will also help determine the quality of the assessment. A review of student work will ensure the assessment is written correctly and the questions have the ability to illicit the intended outcome and Depth of Knowledge (DOK) response. A checklist also is used to review assessments to ensure validity, fairness and reliability. Common assessments are available on shared grade level/content area to administer electronically and on Google Drive.

Common assessment data is collected in a spreadsheet where teachers/building and district can monitor student progress towards proficiency and to document strengths and areas of reinforcement and/or intervention/

Two-way alignment is guaranteed by means of matching all assessment tasks to curriculum maps that were written from unwrapped Wyoming State Content and Performance Standards and reviewing student performance on the assessments. All assessments are labeled on the Standards Alignment Matrix using Webb's DOK levels:

- Level 1: Recall
- Level 2: Skill/Concept
- Level 3: Strategic Thinking
- Level 4: Extended Thinking

Data Teams and Data Analysis Protocol

PLC teams will use the Data Teams process and the common data teams form (Data Teams Form) to analyze student data. The intention is that the bulk of the PLC time

be dedicated to identifying the instructional strategy and planning the best instructional practice by specifically identifying what teachers are doing and what successful students are doing. The beauty of this protocol is that the teachers can focus on best classroom practice. PLC leaders and most staff have been or are being trained by consultants from the International Center for Leadership in Education in the PLC process. These leaders are key in supporting the data teams process in all schools. A data teams consultant provides additional follow-up
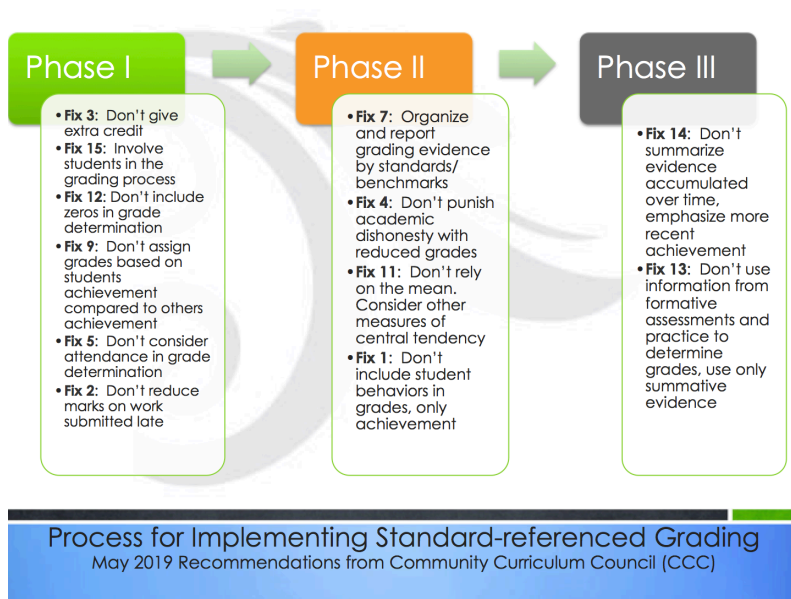
coaching support to PLC teams. Follow-up training and coaching has been part of the professional development repertoire.

Student Performance, Grading and Reporting

WDE provided training to many of our teachers with Jan Hoegh of Marzano on writing proficiency scales. Throughout several years, additional training has been provided to staff on standards-referenced grading by Ken O'Connor. Writing proficiency scales is the first step in the process of writing common assessments. These proficiency scales determine what proficiency looks like and is on common assessments. Ongoing training with Marzano consultants will continue as we develop and validate proficiency scales and common assessments.

Students are provided with multiple opportunities to be successful on targets, benchmarks and standards. After students have demonstrated proficiency, opportunities are afforded students to extend their thinking. AMP teams work with staff to support struggling students. Additional supports include in the classroom, during the school day or during the extended day. Progress is monitored as students grow towards proficiency. Learning is documented on standard-referenced report cards in grades K-6. Ongoing support for consistency and using best grading practices are available for staff.

Secondary department chairs are piloting aligning grade books to benchmarks/standards so they are able to track and support student learning. Supports for all students are available during the school day during, double dosing, dual and concurrent enrollment, extended day programs and virtual education programs. Also, summer school affords additional opportunities for credit recovery and enrichment. All students have multiple opportunities to demonstrate proficiency. Advanced placement and college classes are available for proficient students wanting more. Building leadership closely monitor student progress. Interventions and enrichments are provided in a variety of ways. The Sweetwater #1 grading and reporting policy states that the Board believes that accurately and consistently reporting student achievement to students and parents is an essential component of an effective educational program. Further, the Board believes that grading and reporting practices must be aligned to the curriculum, instructional best practices, and the district's assessment plan. In accordance with state statutes and regulations, grading and reporting of student achievement must communicate clearly to parents the student's progress toward district and state academic standards. In addition, reporting practices communicate student performance related towards proficiency of the state standards. Grading practices, as a method for assessing and reporting student progress towards standards, reflect the use of multiple methods

Phase I
- **Fix 3:** Don't give extra credit
- **Fix 15:** Involve students in the grading process
- **Fix 12:** Don't include zeros in grade determination
- **Fix 9:** Don't assign grades based on students achievement compared to others achievement
- **Fix 5:** Don't consider attendance in grade determination
- **Fix 2:** Don't reduce marks on work submitted late

Phase II
- **Fix 7:** Organize and report grading evidence by standards/ benchmarks
- **Fix 4:** Don't punish academic dishonesty with reduced grades
- **Fix 11:** Don't rely on the mean. Consider other measures of central tendency
- **Fix 1:** Don't include student behaviors in grades, only achievement

Phase III
- **Fix 14:** Don't summarize evidence accumulated over time, emphasize more recent achievement
- **Fix 13:** Don't use information from formative assessments and practice to determine grades, use only summative evidence

Process for Implementing Standard-referenced Grading
May 2019 Recommendations from Community Curriculum Council (CCC)

of evaluation which can include but not be limited to continuous classroom observation, written and oral work, and tests and performance tasks. For additional policy information, click on the following link: (File: IKA, IKA-R).

The Community Curriculum Council (CCC) has been delving into the standards-referenced grading process. The committee did a book study on the *A Repair Kit for Grading: 15 Fixes for Broken Grades* by Ken O'Connor. The CCC went through a consensus process and determined the priorities and next steps for the secondary schools in Sweetwater #1. During the 2019-2020 school year, secondary department chairs will formally record their assignments and assessments aligned to their curriculum maps in PowerSchool. The 2022-2023 school year will begin the collaboration and training to implement standards-referenced grading for the next school year

Graduation

Graduation from the District's High Schools requires successful completion of specific requirements of Wyoming law and District policy (File: IKF). Graduation requirements begin in the ninth (9th) grade and continue through the twelfth (12th) grade. Specific credits or courses must be successfully completed according to the Language Arts, Math, Science, Social Studies (including U.S. History, World History, American Government and Economic Systems and Institutions—includes passing an exam on principles of the U.S. and Wyoming Constitutions) Health, Physical Education, Vocational Education, Fine & Performing Arts and Foreign Language Content and Performance Standards.

The District will provide eligible students with disabilities the opportunity to graduate from high school, take part in graduation exercises, and to receive documentation of such formal training/education completion through the awarding of either a high school diploma or a certificate of completion.

> I. *High School or General Diploma: A high school or general diploma will be awarded to all students, with and without disabilities, who satisfy the graduation requirements under this policy.*
> *II. Certificate of Completion: The District recognizes that students with disabilities may be working on different standards from other students and endeavors to acknowledge the academic achievement of those individuals. A Certificate of Completion (formerly known as a Certificate of Attendance) will be awarded to students who do not meet the requirements for graduation with a high school or general diploma but who meet requirements set forth in their Individual Education Plan (IEP). The requirements for a Certificate of Completion are set by a student's IEP team and are unique to each student. If a student receiving a Certificate of Completion is less than twenty-one years of age, the student has a continued right to attend public school until the end of the school year in which the student reaches age twenty-one or until the student has earned a high school diploma, whichever is earlier. A Certificate of Completion is a certificate option and not recognized as a high school or general diploma under state law.*

The Graduation policy was revised July of 2019. In 2019, the committee added on a General Diploma option. In addition to the outlined course work students must have a consent meeting with their guardian,
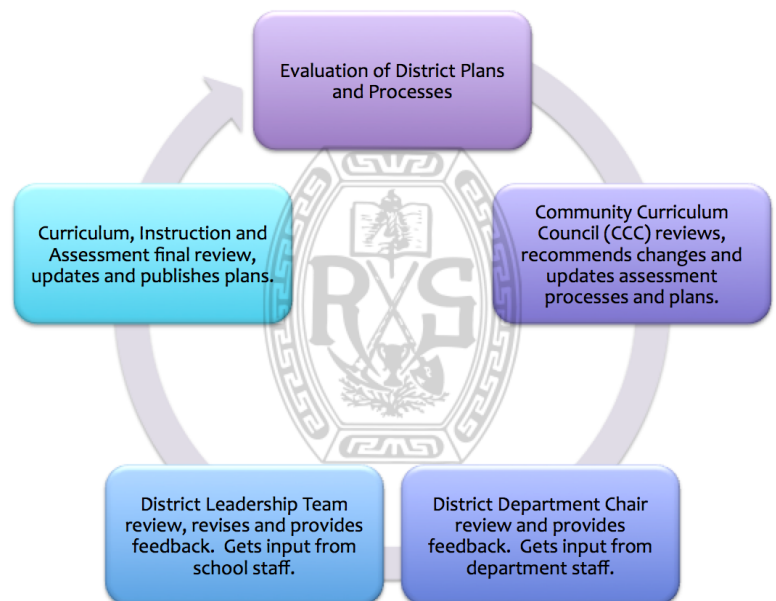
administrator, and counselor/social worker where the General Diploma is clearly explained and consent attained. District reserves the right of placement. Students who choose the general diploma option may not qualify for any level of Hathaway Scholarship or other scholarship opportunities. Placement for the general diploma track is available after completion of the second semester of the freshman year. Students must meet the following graduation requirements and earn 18 credits. Specific course and credit requirements include:

- Four Credits English / Language Arts
- Three Credits Mathematics
- Three Credits Science
- Three Credits Social Studies**
- Half Credit Health
- Half Credit Personal Finance
- Four Elective credits, 2 credits concentrated in at least one content area, that are career oriented. **Including U.S. history, World history, American government and economic systems and institutions. All students must satisfactorily pass an examination on the principles of the Constitutions of the United States and the State of Wyoming (Wyo. Stat. § 21-9-102).

An educated Wyoming is a stronger Wyoming. Promoting student success is an investment in Wyoming's future. Hathaway scholarships are available for students at four different levels, the honors ($1680/semester), the performance ($1260/semester), the opportunity ($840/semester), and provisional ($840/semester). The Hathaway scholarship level is determined by the courses the student takes, their ACT score and GPA (Hathaway Information). For detailed information about Hathaway levels and eligibility, please click here: Hathaway.

Evaluation Process

The evaluation of process and plans (such as the District Assessment System) follow a common review process. Plans are reviewed and revised on an ongoing basis. The systematic process always begins with the Community Curriculum Council (CCC). The CCC whose representation consists of parents, community members, teachers, principals and district staff meet monthly to review, revise and promote curriculum, instruction and assessment. Then the teacher leaders and district department chairs review the document, the feedback and recommended changes as well as adding ideas. Principals and directors provide feedback where the document is updated and loaded to the district website.

Evaluation of District Plans and Processes

Community Curriculum Council (CCC) reviews, recommends changes and updates assessment processes and plans.

District Department Chair review and provides feedback. Gets input from department staff.

District Leadership Team review, revises and provides feedback. Gets input from school staff.

Curriculum, Instruction and Assessment final review, updates and publishes plans.

Matrix

Below is a matrix that links the location of the curriculum map, lesson plans, proficiency scales, common assessments, common assessment collection and curriculum programs for each grade level/content area.

<u>Sweetwater County School District #1</u>

Group	Grade	Subject	Curriculum Maps & Priority Benchmarks	Proficiency Scales	IPRs	Common Assessments	Common Assessment Data Collection	Curriculum Programs
Elementary	K	ELA	ELA Map					ELA
	K	Math	Math Map					Math
	K	Science	Science Map					Science
	K	Social Studies	Social Studies Map					Social Studies
	K	Fine Arts	Fine Arts Map					Fine Arts
	K	Performing Arts	Performing Arts Map	Proficiency Scales	Shared PLC Drive	Common Assessments	Sample: Data Collection	Performing Arts
	K	Health/PE	Health/PE Map					Health/PE
	K	Counselors	Counselors Map					Counselors
	K	English Learners	English Learners Map					English Learners
	K	Foreign Language	Foreign Language Map					Foreign Language

Group	Grade	Subject	Curriculum Maps & Priority Benchmarks	Proficiency Scales	IPRs	Common Assessments	Common Assessment Data Collection	Curriculum Programs
Elementary	1st	ELA	ELA Map					ELA
	1st	Math	Math Map					Math
	1st	Science	Science Map					Science
	1st	Social Studies	Social Studies Map					Social Studies
	1st	Performing Arts	Performing Arts Map					Performing Arts
	1st	Fine Arts	Fine Arts Map	Proficiency Scales	Shared PLC Drive	Common Assessments	Sample: Data Collection	Fine Arts
	1st	Health/PE	Health/PE Map					Health/PE
	1st	Information Literacy	Information Literacy Map					Information Literacy
	1st	Foreign Language	Foreign Language Map					Foreign Language
	1st	Counselors	Counselors Map					Counselors
	1st	English Learners	English Learners Map					English Learners

Group	Grade	Subject	Curriculum Maps & Priority Benchmarks	Proficiency Scales	IPRs	Common Assessments	Common Assessment Data Collection	Curriculum Programs
Elementary	2nd	ELA	ELA Map	Proficiency Scales	Shared PLC Drive	Common Assessments	Sample: Data Collection	ELA
	2nd	Math	Math Map					Math
	2nd	Science	Science Map					Science
	2nd	Social Studies	Social Studies Map					Social Studies
	2nd	Performing Arts	Performing Arts Map					Performing Arts
	2nd	Fine Arts	Fine Arts Map					Fine Arts
	2nd	Health/PE	Health/PE Map					Health/PE
	2nd	Information Literacy	Information Literacy Map					Information Literacy
	2nd	Foreign Language	Foreign Language Map					Foreign Language
	2nd	Counselors	Counselors Map					Counselors
	2nd	English Learners	English Learners Map					English Learners

Group	Grade	Subject	Curriculum Maps & Priority Benchmarks	Proficiency Scales	IPRs	Common Assessments	Common Assessment Data Collection	Curriculum Programs
Elementary	3rd	ELA	ELA Map	Proficiency Scales	Shared PLC Drive	Common Assessments	Sample: Data Collection	ELA
	3rd	Math	Math Map					Math
	3rd	Science	Science Map					Science
	3rd	Social Studies	Social Studies Map					Social Studies
	3rd	Performing Arts	Performing Arts Map					Performing Arts
	3rd	Fine Arts	Fine Arts Map					Fine Arts
	3rd	Health/PE	Health/PE Map					Health/PE
	3rd	Information Literacy	Information Literacy Map					Information Literacy
	3rd	Counselors	Counselors Map					Counselors
	3rd	English Learners	English Learners Map					English Learners

Group	Grade	Subject	Curriculum Maps & Priority Benchmarks	Proficiency Scales	IPRs	Common Assessments	Common Assessment Data Collection	Curriculum Programs
Elementary	4th	ELA	ELA Map					ELA
	4th	Math	Math Map					Math
	4th	Science	Science Map					Science
	4th	Social Studies	Social Studies Map					Social Studies

Group	Grade	Subject	Curriculum Maps & Priority Benchmarks	Proficiency Scales	IPRs	Common Assessments	Common Assessment Data Collection	Curriculum Programs
	4th	Performing Arts	Performing Arts Map	Proficiency Scales	Shared PLC Drive	Common Assessments	Sample: Data Collection	Performing Arts
	4th	Fine Arts	Fine Arts Map					Fine Arts
	4th	Health/PE	Health/PE Map					Health/PE
	4th	Information Literacy	Information Literacy Map					Information Literacy
	4th	Counselors	Counselors Map					Counselors
	4th	English Learners	English Learners Map					English Learners
Elementary	5th	ELA	ELA Map	Proficiency Scales	Shared PLC Drive	Common Assessments	Sample: Data Collection	ELA
	5th	Math	Math Map					Math
	5th	Science	Science Map					Science
	5th	Social Studies	Social Studies Map					Social Studies
	5th	Performing Arts	Performing Arts Map					Performing Arts
	5th	Fine Arts	Fine Arts Map					Fine Arts
	5th	Health/PE	Health/PE Map					Health/PE
	5th	Information Literacy	Information Literacy Map					Information Literacy
	5th	Counselors	Counselors Map					Counselors
	5th	English Learners	English Learners Map					English Learners
Group	**Grade**	**Subject**	**Curriculum Maps & Priority Benchmarks**	**Proficiency Scales**	**IPRs**	**Common Assessments**	**Common Assessment Data Collection**	**Curriculum Programs**
Elementary	6th	ELA	ELA Map	Proficiency Scales	Shared PLC Drive	Common Assessments	Sample: Data Collection	ELA
	6th	Math	Math Map					Math
	6th	Science	Science Map					Science
	6th	Social Studies	Social Studies Map					Social Studies
	6th	Performing Arts	Performing Arts Map					Performing Arts
	6th	Fine Arts	Fine Arts Map					Fine Arts
	6th	Health/PE	Health/PE Map					Health/PE
	6th	Information Literacy	Information Literacy Map					Information Literacy
	6th	Counselors	Counselors Map					Counselors
	6th	CTE	CTE Map					CTE
	6th	English Learners	English Learners Map					English Learners
Group	**Grade**	**Subject**	**Curriculum Maps &**	**Proficiency Scales**	**IPRs**	**Common Assessments**	**Common Assessment**	**Curriculum Programs**

Group	Grade	Subject	Curriculum Maps & Priority Benchmarks	Proficiency Scales	IPRs	Common Assessments	Common Assessment Data Collection	Curriculum Programs
Secondary	7th	ELA	ELA Map	Proficiency Scales	Shared PLC Drive	Common Assessments	Sample: Data Collection	ELA
	7th	Math	Math Map	Proficiency Scales		Common Assessments		Math
	7th	Science	Science Map	Proficiency Scales		Common Assessments		Science
	7th	Social Studies	Social Studies Map	Proficiency Scales		Common Assessments		Social Studies
	7th	Performing Arts	Performing Arts Map	Proficiency Scales		Common Assessments		Performing Arts
	7th	Fine Arts	Fine Arts Map	Proficiency Scales		Common Assessments		Fine Arts
	7th	Health/PE	Health/PE Map	Proficiency Scales		Common Assessments		Health/PE
	7th	Information Literacy	Information Literacy Map					Information Literacy
	7th	Counselors	Counselors Map					Counselors
	7th	CTE	CTE Map	Proficiency Scales		Common Assessments		CTE
	7th	English Learners	English Learners Map					English Learners
	7th	Foreign Language	Foreign Language Map	Proficiency Scales		Common Assessments		Foreign Language
Group	**Grade**	**Subject**	**Curriculum Maps & Priority Benchmarks**	**Proficiency Scales**	**IPRs**	**Common Assessments**	**Common Assessment Data Collection**	**Curriculum Programs**
Secondary	8th	ELA	ELA Map	Proficiency Scales	Shared PLC Drive	Common Assessments	Sample: Data Collection	ELA
	8th	Math	Math Map	Proficiency Scales		Common Assessments		Math
	8th	Science	Science Map	Proficiency Scales		Common Assessments		Science
	8th	Social Studies	Social Studies Map	Proficiency Scales		Common Assessments		Social Studies
	8th	Performing Arts	Performing Arts Map	Proficiency Scales		Common Assessments		Performing Arts
	8th	Fine Arts	Fine Arts Map	Proficiency Scales		Common Assessments		Fine Arts
	8th	Health/PE	Health/PE Map	Proficiency Scales		Common Assessments		Health/PE
	8th	Information Literacy	Information Literacy Map					Information Literacy

Group	Grade	Subject	Curriculum Maps & Priority Benchmarks	Proficiency Scales	IPRs	Common Assessments	Common Assessment Data Collection	Curriculum Programs
	8th	Counselors	Counselors Map					Counselors
	8th	CTE	CTE Map	Proficiency Scales		Common Assessments		CTE
	8th	English Learners	English Learners Map					English Learners
	8th	Foreign Language	Foreign Language Map	Proficiency Scales		Common Assessments		Foreign Language

Group	Grade	Subject	Curriculum Maps & Priority Benchmarks	Proficiency Scales	IPRs	Common Assessments	Common Assessment Data Collection	Curriculum Programs
Secondary	9th	ELA	ELA Map	Proficiency Scales	Shared PLC Drive	Common Assessments	Sample: Data Collection	ELA
	9th	Math	Math Map	Proficiency Scales		Common Assessments		Math
	9th	Science	Science Map	Proficiency Scales		Common Assessments		Science
	9th	Social Studies	Social Studies Map	Proficiency Scales		Common Assessments		Social Studies
	9th	Performing Arts	Performing Arts Map	Proficiency Scales		Common Assessments		Performing Arts
	9th	Fine Arts	Fine Arts Map	Proficiency Scales		Common Assessments		Fine Arts
	9th	Health/PE	Health/PE Map	Proficiency Scales		Common Assessments		Health/PE
	9th	Information Literacy	Information Literacy Map					Information Literacy
	9th	Counselors	Counselors Map					Counselors
	9th	CTE	CTE Map	Proficiency Scales		Common Assessments		CTE
	9th	English Learners	English Learners Map					English Learners
	9th	Foreign Language	Foreign Language Map	Proficiency Scales		Common Assessments		Foreign Language

Group	Grade	Subject	Curriculum Maps & Priority Benchmarks	Proficiency Scales	IPRs	Common Assessments	Common Assessment Data Collection	Curriculum Programs
Secondary	10th	ELA	ELA Map	Proficiency Scales		Common Assessments	Sample: Data Collection	ELA
	10th	Math	Math Map	Proficiency Scales		Common Assessments		Math
	10th	Science	Science Map	Proficiency Scales		Common Assessments		Science

Group	Grade	Subject	Curriculum Maps & Priority Benchmarks	Proficiency Scales	IPRs	Common Assessments	Common Assessment Data Collection	Curriculum Programs
	10th	Social Studies	Social Studies Map	Proficiency Scales	Shared PLC Drive	Common Assessments		Social Studies
	10th	Performing Arts	Performing Arts Map	Proficiency Scales		Common Assessments		Performing Arts
	10th	Fine Arts	Fine Arts Map	Proficiency Scales		Common Assessments		Fine Arts
	10th	Health/PE	Health/PE Map	Proficiency Scales		Common Assessments		Health/PE
	10th	Information Literacy	Information Literacy Map					Information Literacy
	10th	Counselors	Counselors Map					Counselors
	10th	CTE	CTE Map	Proficiency Scales		Common Assessments		CTE
	10th	English Learners	English Learners Map					English Learners
	10th	Foreign Language	Foreign Language Map	Proficiency Scales		Common Assessments		Foreign Language

Group	Grade	Subject	Curriculum Maps & Priority Benchmarks	Proficiency Scales	IPRs	Common Assessments	Common Assessment Data Collection	Curriculum Programs
Secondary	11th	ELA	ELA Map	Proficiency Scales		Common Assessments		ELA
	11th	Math	Math Map	Proficiency Scales		Common Assessments		Math
	11th	Science	Science Map	Proficiency Scales		Common Assessments	Sample: Data Collection	Science
	11th	Social Studies	Social Studies Map	Proficiency Scales	Shared PLC Drive	Common Assessments		Social Studies
	11th	Performing Arts	Performing Arts Map	Proficiency Scales		Common Assessments		Performing Arts
	11th	Fine Arts	Fine Arts Map	Proficiency Scales		Common Assessments		Fine Arts
	11th	Health/PE	Health/PE Map	Proficiency Scales		Common Assessments		Health/PE
	11th	Information Literacy	Information Literacy Map					Information Literacy
	11th	Counselors	Counselors Map					Counselors
	11th	CTE	CTE Map	Proficiency Scales		Common Assessments		CTE
	11th	English Learners	English Learners Map					English Learners
	11th	Foreign Language	Foreign Language Map	Proficiency Scales		Common Assessments		Foreign Language

Group	Grade	Subject	Curriculum Maps & Priority Benchmarks	Proficiency Scales	IPRs	Common Assessments	Common Assessment Data Collection	Curriculum Programs
Secondary	12th	ELA	ELA Map	Proficiency Scales	Shared PLC Drive	Common Assessments	Sample: Data Collection	ELA
	12th	Math	Math Map	Proficiency Scales		Common Assessments		Math
	12th	Science	Science Map	Proficiency Scales		Common Assessments		Science
	12th	Social Studies	Social Studies Map	Proficiency Scales		Common Assessments		Social Studies
	12th	Performing Arts	Performing Arts Map	Proficiency Scales		Common Assessments		Performing Arts
	12th	Fine Arts	Fine Arts Map	Proficiency Scales		Common Assessments		Fine Arts
	12th	Health/PE	Health/PE Map	Proficiency Scales		Common Assessments		Health/PE
	12th	Information Literacy	Information Literacy Map					Information Literacy
	12th	Counselors	Counselors Map					Counselors
	12th	CTE	CTE Map	Proficiency Scales		Common Assessments		CTE
	12th	English Learners	English Learners Map					English Learners
	12th	Foreign Language	Foreign Language Map	Proficiency Scales		Common Assessments		Foreign Language