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# Curriculum Review and Revision Guide

June 2017

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The District's mission and statement of beliefs guide the work of the school system and shape our leadership and teaching actions. Additionally, they provide the focus, direction and guidance for teaching, learning and assessment at the district, school and department levels. The subsequent actions and processes support this mission and statement of beliefs.

### **Mission**

Our mission is to inspire in each student a joy and passion for learning and a commitment to excellence, personal integrity, and social responsibility.

### **Statement of Beliefs**

We educate students intellectually, socially, emotionally, and physically to acquire knowledge and skills, to develop creativity and character, and to pursue their interests, realize their potential, and meet the challenges in a constantly changing world.

#### **We believe that .....**

- a high quality education is fundamental to create a life with purpose, meaning, and happiness.
- educated people of good character are essential to democracy.
- public education is a responsibility shared by students, parents, school personnel, and community members.
- trust and respect are prerequisites for sustaining and improving safe and successful schools.
- critical thinking, intellectual curiosity, and innovation are essential.
- all people have value and should be treated with dignity and respect.

#### **We are committed to.....**

- clear communication and transparent processes.
- rigorous, comprehensive, and innovative programs.
- meeting the needs of all students within local, state, and national requirements.
- collaboration, professional development, and ethical practice.
- continuous improvement through systematically assessing our actions and outcomes.
- using all resources efficiently and effectively to the greatest advantage of all students.

## Curriculum Review and Revision Process

Curriculum development is a planned, purposeful, systematic and cyclical process that establishes a high quality educational program.

The curriculum review and revision process, based on a model of continuous improvement, requires teams of teachers and administrators to examine the curriculum. This process should be informed by student results over time, determine what students should know, be able to do and understand, as well as when it should be taught, and when and how it will be assessed. The results of the implementation of the curriculum, including feedback from all stakeholders, drive on-going curriculum review and revision.

The curriculum review process involves annual examination of each curricular area as well as a formal Curriculum Professional Development Council (CPDC) review of progress every five years. The process of continuous review requires an analysis of the curriculum in relation to the **Indicators of Rigorous and Relevant Curriculum**. Those indicators serve as the key criteria to evaluate the progress of development and determine plans for improvement and revision.

Annually, K-12 discipline-based vertical teams meet to analyze curriculum relative to the Indicators of Rigorous and Relevant Curriculum. A vertical team represents a cross section of grades, levels and disciplines from throughout the district. They consider evidence and data related to content, understandings and skills; learning experiences; assessment; and curricular alignment. They use the analysis of the indicators to shape and determine both short-term and long-term goals, to recommend ad hoc work groups, and to guide school/departmental strategic plans. The evaluation of the curriculum is also a continuous process, where curriculum is continuously assessed and examined to determine what needs improvement, balancing or alignment. The criteria and related rubric for curriculum development are listed below.

The three levels of development are

**Level One: Minimal or Not Evident** indicates that this area of the curriculum development needs significant revision in order to become rigorous and relevant. It is considered a priority in order to meet our curriculum expectations. It may be that the area has new and emerging standards, changes in the field, or there were constraints to accomplishing the work since the time of the last review.

**Level Two: Evolving** indicates development that in progress. It is on the path to meeting our curriculum expectations; however, the work is still emerging or evolving. Drafts may be in place, or work is in progress. However, it does not yet fully meet our criteria and expectations.

**Level Three: Highly Evident** indicates that the development is highly evident and that the work related to the criteria is complete and comprehensive; however, part of being complete is recognizing the importance of continuous review and “tweaking” of the work. For this level, the majority of the work is in place.

The Indicators of Rigorous and Relevant Curriculum include

**Content, Understandings, and Skills:** The foundation of a rigorous and relevant curriculum that represents what students will know and be able to do.

**Content** is what students are expected to learn. It serves as the focal point of a curriculum and is aligned with the district strategic plan, state, and national standards. Enduring **understandings** are the knowledge students gain. They are framed as sentences that specify core concepts, principles, theories, and processes. Essential questions guide students toward these understandings. **Skills** are what students are able to do. They are framed as verb statements and used to demonstrate understanding of the content.

**Learning Experiences:** Varied opportunities designed to help students develop enduring understandings to meet challenges in a constantly changing world.

Learning experiences are **rigorous** when appropriately challenging every student to engage in higher order thinking; **relevant** when aligned to all district, state, and national standards, connected to real world experiences, and built upon prior learning; **engaging** when differentiated, student-centered, cross-disciplinary, and evoking sustained involvement; and **assured** when all students are guaranteed common meaningful opportunities.

**Assessment:** Measures and evaluates learning while informing instruction.

Assessment is a reflective and informative tool for teachers and students. It provides ongoing and varied opportunities to demonstrate acquisition of knowledge and skills. There should be routine checks for understanding, multiple opportunities to demonstrate learning, and a variety of assessment types for all learners. Assessment measures content, process, and skills. Assessment is relevant and rigorous, measuring student growth and informing responsive teaching. It is developmentally appropriate and culturally sensitive. Assessments include those which are formative and summative, performance-based, as well as nationally normed and locally developed instruments. Ultimately, assessment guides ongoing curriculum review and revision and is aligned with national or state standards.

**Curricular Alignment:** Organization of specific content, understandings, and skills in relation to relevant standards.

Alignment is a process that organizes established national or state standards, content, learning experiences, and assessment within a curriculum. This process is horizontal (across grade level), vertical (K-12), and can be interdisciplinary when appropriate.

## Rubric for Rigorous and Relevant Curriculum

<b>Indicator</b>	<b>Level One: Minimal or Not Evident</b>	<b>Level Two: Evolving</b>	<b>Level Three: Highly Evident</b>
<b>Indicator 1 Content, Understandings, and Skills:</b> The foundation of a rigorous and relevant curriculum that represents what students will know and be able to do	District mission is minimally or not reflected	District mission is inconsistently reflected	District mission is consistently reflected
	Current national and/or state standards are minimally or not reflected	Current national and/or state standards are inconsistently reflected	Current national and/or state standards are consistently reflected
	Discipline-specific terminology is minimally or not clear/accurate	Discipline-specific terminology is inconsistently clear and accurate	Discipline-specific terminology is consistently clear and accurate
	Twenty-first century skills are minimally or not embedded	Twenty-first century skills are inconsistently embedded throughout	Twenty-first century skills are consistently embedded throughout
<b>Indicator 2 Learning Experiences:</b> Varied opportunities designed to help students develop enduring understandings to meet challenges in a constantly changing world	Curricular learning experiences minimally or do not challenge students to engage in higher order thinking	Curricular learning experiences inconsistently challenge students to engage in higher order thinking	Curricular learning experiences consistently challenge students to engage in higher order thinking
	Curricular learning experiences minimally or do not: <ul style="list-style-type: none"> <li><input type="checkbox"/> align to national and/or state standards</li> <li><input type="checkbox"/> connect to real world experiences</li> <li><input type="checkbox"/> build upon prior learning</li> </ul>	Curricular learning experiences inconsistently: <ul style="list-style-type: none"> <li><input type="checkbox"/> align to national and/or state standards</li> <li><input type="checkbox"/> connect to real world experiences</li> <li><input type="checkbox"/> build upon prior learning</li> </ul>	Curricular learning experiences consistently align to national and/or state standards, connect to real world experiences, and build upon prior learning
	Curricular learning experiences are minimally or not: <ul style="list-style-type: none"> <li><input type="checkbox"/> differentiated</li> <li><input type="checkbox"/> student-centered</li> <li><input type="checkbox"/> cross-disciplinary</li> </ul>	Curricular learning experiences are inconsistently: <ul style="list-style-type: none"> <li><input type="checkbox"/> differentiated</li> <li><input type="checkbox"/> student-centered</li> <li><input type="checkbox"/> cross-disciplinary</li> </ul>	Curricular learning experiences are consistently differentiated, student-centered, and cross-disciplinary
	Curricular learning experiences minimally or do not guarantee common meaningful twenty-first century learning opportunities	Curricular learning experiences inconsistently guarantee common meaningful twenty-first century learning opportunities	Curricular learning experiences consistently guarantee common meaningful twenty-first century learning opportunities

	<b>Level One: Minimal or Not Evident</b>	<b>Level Two: Evolving</b>	<b>Level Three: Highly Evident</b>
<b>Indicator 3 Assessment:</b> Measures and evaluates learning while informing instruction	Assessments are minimally or not aligned to and measure applicable national or state standards	Assessments are inconsistently aligned to and measure applicable national or state standards	Assessments are consistently aligned to and measure applicable national or state standards
	Common assessments are minimally or not identified	Common assessments are inconsistently identified	Common assessments are consistently identified across grade/course
	There is minimal or no evidence of formative and summative assessments	There is inconsistent evidence that a range of assessments are used (i.e., formative, summative)	There is consistent evidence that a range of assessments are used (i.e., formative, summative)
	There is minimal or no evidence that a variety of assessment types are used (e.g., selected response, student constructed, performance tasks)	There is inconsistent evidence that a variety of assessment types are used (e.g., selected response, student constructed, performance tasks)	There is consistent evidence that a variety of assessment types are used (e.g., selected response, student constructed, performance tasks)
	Levels of performance are minimally or not stated, no examples are available	Levels of performance are inconsistently defined by vague criteria and/or examples are not available	Levels of performance are consistently defined by clearly stated criteria and exemplars are available
	Student data is minimally or not collected and analyzed	Student data is inconsistently collected, analyzed and used to inform instruction and revise curriculum	Student data is consistently collected, analyzed and used to inform instruction and revise curriculum
	Assessment tools minimally or do not require students to reflect on learning	Assessment tools inconsistently require students to reflect on learning	Assessment tools consistently require students to reflect on learning



	<b>Level One: Minimal or Not Evident</b>	<b>Level Two: Evolving</b>	<b>Level Three: Highly Evident</b>
<b>Indicator 4 Curricular Alignment:</b> Organization of specific content, understandings and skills in relation to relevant standards	The curriculum minimally or does not align with discipline-specific, national and/or state standards	The curriculum is inconsistently aligned with discipline-specific, national and/or state standards	The curriculum is consistently aligned with discipline-specific, national and/or state standards
	The curriculum minimally or does not align vertically (K-12) and/or horizontally (grade level)	The curriculum is inconsistently aligned vertically (K-12) and/or horizontally (grade level)	The curriculum is consistently aligned vertically (K-12) and horizontally (grade level)
	The written (stage 1), taught (stage 3), and tested (stage 2) curriculum are minimally or not aligned	The written (stage 1), taught (stage 3), and tested (stage 2) curriculum are inconsistently aligned	The written (stage 1), taught (stage 3), and tested (stage 2) curriculum are consistently aligned
	Assessments (stage 2) demonstrate minimal or no evidence of alignment with national and/or state standards	Assessments (stage 2) demonstrate inconsistent evidence of alignment with national and/or state standards	Assessments (stage 2) demonstrate consistent evidence of alignment with national and/or state standards

## **Curriculum Leadership and Review Structure**

To support a model of continuous improvement, two levels of curriculum leadership are required: 1) district-wide input through the Curriculum Professional Development Council (CPDC) and 2) PK-12 departmental input through vertical review teams.

### **Curriculum Professional Development Council (CPDC)**

At the district level, it is imperative to examine curriculum and its implementation across a range of teacher and administrator experiences and levels. The CPDC provides district-wide coordination of curriculum and implementation and is a vital component of the office of the Assistant Superintendent for Teaching and Learning. The Council membership ensures teacher and administrator representation from various grade levels and content areas to guarantee a clear PK – 12 pathway for our students. Below are detailed responsibilities of the CPDC and its members.

#### **Responsibilities of the CPDC are to**

- identify a curriculum model and become fluent in the use of the model
- develop and implement a long range and systemic plan for curriculum review and renewal
- formulate, recommend, review and make decisions about curriculum, instruction, new courses, primary instructional materials, and professional development within the guidelines of Board of Education policy
- monitor the development and implementation of the PK-12 subject areas' standards across grades
- provide feedback to the Assistant Superintendent regarding the structures that support curriculum implementation
- examine curriculum review data and provide feedback for curriculum areas under review
- advise as to the professional development needs of the faculty based on curricular and instructional priorities
- annually review and revise the Educator Evaluation and Development Model within the guidelines of Board of Education policy
- serve as a “think tank” for new and emerging ideas from the Office of Teaching and Learning
- serve as an information conduit regarding CPDC's efforts

#### **Membership guidelines** for the CPDC include the following

- every school must be represented
- elementary and secondary principals
- elementary and secondary school teachers from all departments
- pupil services teachers and school counselors
- department coordinators
- teacher of the year (annual appointment)

Term of membership – 3 years, initial membership will be staggered so there is continuity

#### **Responsibilities of CPDC members are to**

- participate fully in curriculum discussions and reviews
- participate in grade level or content area curriculum writing

- provide support to non CPDC members in use of district curriculum model
- contribute to the setting of priorities for professional development for the district
- contribute to the oversight of the Educator Evaluation and Development Model
- communicate with respective faculty and staff regarding the work of the CPDC and solicit input as appropriate
- attend up to 4 full-day meetings/year

The Assistant Superintendent for Teaching and Learning establishes the agenda for each of the CPDC meetings. A summary of the work is distributed to Council members and administration following each meeting to be shared at building level meetings.

## Curriculum Vertical Teams

Curriculum vertical teams are PK-12, discipline-specific groups designed to accomplish district-wide curriculum coordination and articulation. They are structured to ensure that all students are represented. The vertical team in each discipline also serves to ensure that changes and modifications are made in a timely way. The vertical teams engage in the following work

- **Analysis of data.** Vertical teams begin the year by examining the district level data as it compares to state and national norms. The vertical team’s primary function is to analyze the effectiveness of the curriculum in order to recommend changes, modifications or additions to the curriculum. Student achievement relative to the implemented curriculum serves as a key source for guiding the work of curriculum revision. Data are used to evaluate the curriculum according to the Indicators of Rigorous and Relevant Curriculum.
- **Analysis of issues.** The vertical teams identify key issues and needs across the grade levels, based on these established Indicators of Rigorous and Relevant curriculum. The teams prioritize issues (any areas rated a “2” or lower become priorities) and then work to determine whether action needs to be taken or projects initiated. The teams may recommend that ad hoc work groups be established to accomplish particular tasks. These actions become part of the school/department strategic plan. Teams regularly analyze the content, work on better aligning standards, curriculum and assessment, and assess the implementation. The teams also engage in problem solving to address critical needs and issues in their disciplines across grade levels and schools.
- **Ad hoc work groups** are established to address the issues, challenges or needs that were identified by the vertical team that require prompt attention. This enables the appropriate and key individuals to be involved. Ad hoc work groups may have short agendas, such as developing a particular grade level assessment, or may require longer term action, such as an in-depth analysis of a particular portion of a program. The purpose is to have a clear focus for the work group to accomplish a specific identified task within a defined period of time. Ad hoc work groups also allow for broader teacher participation depending upon the nature of the issue at hand and target individuals who are closest to the work.
- Curriculum Vertical Teams also identify and develop **long-range plans** for curriculum implementation. Teams evaluate the standards, examine curriculum alignment issues, balance

the standards across grades and levels, suggest revisions to curriculum documents, identify the need for writing new curriculum, and suggest needed professional development. This cyclical process, and, as such, curriculum implementation must be constantly monitored and evaluated to ensure appropriate alignment and balance of the curriculum standards. These identified long-range needs form the foundation of departmental strategic actions and efforts to better strengthen the standards and/or provide support and professional development to teachers in the implementation of the curriculum.

Each year, the vertical team documents the ratings regarding the Indicators of Rigorous and Relevant Curriculum and shares that assessment with the Office of Teaching and Learning. This analysis is then used to guide the vertical team work and shape the future school/department strategic actions and efforts. Every five years, the vertical team reports to the CPDC the outcomes of the previous four years, sharing what was, what is and what will be. Additionally, they report on what extent the curriculum is rigorous and relevant, supports high expectations for all learners, and supports dynamic teaching. (See long-range planning calendar, Appendix A).

### **Responsibilities of the Vertical Teams** are to

- Examine and review curriculum data relative to the established criteria; rate and assess the level of development by grade and course. Submit completed form annually to Assistant Superintendent for Teaching and Learning
- Establish short term goals for immediate action
- Recommend the establishment of ad hoc work groups to address specific issues/needs
- Establish long term goals for curriculum improvement, including recommendations for curriculum writing/revisions
- Monitor outcomes related to the recommended improvement efforts
- Report progress toward the established criteria to the Assistant Superintendent for Teaching and Learning
- Contribute to the development of school/department strategic actions related to curriculum improvement
- Assist in the effort to improve effective communication across the schools related to curriculum and professional development; assist in the collection of relevant data as appropriate
- Contribute to the identification of results and outcomes related to the criteria
- Share or solicit information with respective faculty and staff regarding the work of the vertical team; serve as an information conduit regarding the committee's efforts

### **Membership guidelines** for the Vertical Teams include the following standing members

- Department coordinators representing the discipline
- Related curriculum specialists
- Administrator assigned to the curriculum area under review
- Elementary, middle school and high school teachers responsible for teaching the discipline

Term of membership – initial membership will be staggered so there is continuity.

### **Responsibilities of members**

- Report to faculty and solicit input as appropriate
- Participate fully in the expectations of a vertical team as described above
- Contribute grade level work, samples, as necessary to contribute to any aspect of the review

- Attend meetings
- Contribute to the setting of priorities for professional development related to the identified needs
- Review research and discuss best practices in curriculum, instruction and assessment

The department coordinator and/or assigned administrator will establish the agenda for each of the vertical team meetings with input from the Assistant Superintendent for Teaching and Learning. A copy of the minutes of each meeting is sent to the Office of the Assistant Superintendent for Teaching and Learning.

## Vertical Team Documentation of Curriculum Implementation

<b>Content Area:</b>	<b>Grade Range:</b>
<b>Current School Year:</b>	<b>Evaluation Cycle Year: 1 2 3 4</b>

**Vertical Team Members:**

Name	Grade(s)	School	Role

**Meeting Date(s):**

**Minutes:**

**Date Submitted to Assistant Superintendent for Teaching and Learning**

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## Vertical Team Documentation of Curriculum Implementation

<b>Content Area:</b>
<b>Current School Year:</b>
<b>Evaluation Cycle Year: 1 2 3 4</b>

**Indicate Level** (See rubric for complete explanation)

Level 1: Minimal or Not Evident  
Evident

Level 2: Evolving

Level 3: Highly

<b>Grades/Courses</b>	<b>Indicator 1 Content, Understandings, &amp; Skills</b>	<b>Indicator 2 Learning Experiences</b>	<b>Indicator 3 Assessment</b>	<b>Indicator 4 Curricular Alignment</b>
Pre-K				
Kindergarten				
Grade 1				
Grade 2				
Grade 3				
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 9: list courses				
Grade 10: list courses				
Grade 10: list courses				
Grade 11: list courses				
Grade 12: list courses				

As teams identify data to collect to determine program effectiveness, many systems are currently in place in the Avon Public Schools that enable assessment and reporting of student progress.

They may include but are not limited to the following

- elementary school report cards and parent conferences
- middle school report cards and parent conferences
- high school report cards, transcripts and parent conferences
- Smarter Balanced Assessment
- Next Generation Science Standards Assessment
- high school Preliminary Scholastic Aptitude Test (PSAT) reports
- high school Scholastic Aptitude Test (SAT)/American College Test (ACT) report
- mid-term or final exams
- common formative and summative assessments
- district assessments
- universal screenings
- student work samples, projects, portfolios, etc.
- end of unit tests
- skill tests
- subject area performance assessments
- parent and student surveys

As part of the year five CPDC review, teams share data related to the previous five years and summarize where they have been (what was), where they are now (what is) and what they are planning (what will be), according to the Indicators of Rigorous and Relevant Curriculum. The following forms constitute the documentation for the CPDC Review.



## **Data Collection/Reporting Forms for CPDC Review**

In addition to the yearly Vertical Team Documentation of Rigorous and Relevant Curriculum Implementation summary forms which rate the “state of the state” of the discipline according to the standards for Rigorous and Relevant Curriculum on a scale of one to three, the following questions are provided to guide the data collection reporting process. These charts provide specific details that contribute to a thorough curriculum analysis. Members of the CPDC will review the forms in detail during the review process.

Please note: All forms used in this process are posted on the Teaching and Learning Website. It is expected that forms will be fully completed electronically and submitted to the Assistant Superintendent for Teaching and Learning two weeks prior to the CPDC review date.

## Curriculum Vertical Team Fifth Year Presentation

<b>Content Area:</b>	<b>Grade Range:</b>
<b>Date of Presentation to CPDC:</b>	

### Vertical Team Members

Name	Grade(s)	School	Role

### Data and Artifacts Collected, Analyzed, or Examined

In **column one**, specify the data collected or analyzed and the artifacts examined as part of the curriculum review.

In **columns two through five**, check off which data and artifacts were used to answer the guiding questions for each indicator.

	Indicator 1	Indicator 2	Indicator 3	Indicator 4
	Content, Understandings, & Skills	Learning Experiences	Assessment	Curriculum Alignment
<b>DATA</b>				
<b>ARTIFACTS</b>				

## Vertical Team Documentation of Curriculum Implementation

<b>Content Area:</b>
<b>Review Date:</b>

**Indicate Stage** (See rubric for complete explanation)

Level 1: Minimal or Not Evident

Level 2: Evolving

Level 3: Highly Evident

GRADES/COURSES	Content, Understandings & Skills	Learning Experiences	Assessment	Curricular Alignment
PreK				
Kindergarten				
Grade 1				
Grade 2				
Grade 3				
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 9: list courses				
Grade 10: list courses				
Grade 10: list courses				
Grade 11: list courses				
Grade 12: list courses				

**Content, Understandings, and Skills:** The foundation of a rigorous and relevant curriculum that represents what students will know and be able to do.

**Content** is what students are expected to learn. It serves as the focal point of a curriculum and is aligned with the district strategic plan, state, and national standards. Enduring **understandings** are the knowledge students' gain. They are framed as sentences that specify core concepts, principles, theories, and processes. Essential questions guide students toward these understandings. **Skills** are what students are able to do. They are framed as verb statements and used to demonstrate understanding of the content.

<b>What questions did you ask to guide your evaluation of this indicator?</b>
<b>In your review of this indicator, what did the data and/or artifacts reveal? What did you conclude?</b>
<b>What other insights contributed to your vertical team rating?</b>
<b>Based on your vertical team rating and data analysis, what emerged as strengths and needs?</b>
<b>What priorities have been identified for this indicator?</b>

**Learning Experiences:** Varied opportunities designed to help students develop enduring understandings to meet challenges in a constantly changing world.

Learning experiences are **rigorous** when appropriately challenging every student to engage in higher order thinking; **relevant** when aligned to all district, state, and national standards, connected to real world experiences, and built upon prior learning; **engaging** when differentiated, student-centered, cross-disciplinary, and evoking sustained involvement; and **assured** when all students are guaranteed common meaningful opportunities.

<b>What questions did you ask to guide your evaluation of this indicator?</b>
<b>In your review of this indicator, what did the data and/or artifacts reveal? What did you conclude?</b>
<b>What other insights contributed to your vertical team rating?</b>
<b>Based on your vertical team rating and data analysis, what emerged as strengths and needs?</b>
<b>What priorities have been identified for this indicator?</b>

**Assessment:** Measures and evaluates learning while informing instruction.

Assessment is a reflective and informative tool for teachers and students. It provides ongoing and varied opportunities to demonstrate acquisition of knowledge and skills. There should be routine checks for understanding, multiple opportunities to demonstrate learning, and a variety of assessment types for all learners. Assessment measures content, process, and skills. Assessment is relevant and rigorous, measuring student growth and informing responsive teaching. It is developmentally appropriate and culturally sensitive. Assessments include those which are formative and summative, performance-based, as well as nationally normed and locally developed instruments. Ultimately, assessment guides ongoing curriculum review and revision and is aligned with national or state standards.

**What questions did you ask to guide your evaluation of this indicator?**

**In your review of this indicator, what did the data and/or artifacts reveal? What did you conclude?**

**What other insights contributed to your vertical team rating?**

**Based on your vertical team rating and data analysis, what emerged as strengths and needs?**

**What priorities have been identified for this indicator?**

**Curricular Alignment:** Organization of specific content, understandings and skills in relation to relevant standards.

Alignment is a process that organizes established national or state standards, content, learning experiences, and assessment within a curriculum. This process is horizontal (across grade level), vertical (K-12), and can be interdisciplinary when appropriate.

<b>What questions did you ask to guide your evaluation of this indicator?</b>
<b>In your review of this indicator, what did the data and/or artifacts reveal? What did you conclude?</b>
<b>What other insights contributed to your vertical team rating?</b>
<b>Based on your vertical team rating and data analysis, what emerged as strengths and needs?</b>
<b>What priorities have been identified for this indicator?</b>

## Summary

**Final Conclusions:**

**Top Priorities:**

**Long-Term Goals:**

**Short-Term Goals:**

**Resource Needs:**