

Kerrville ISD
133903

Curriculum Compliance Expectations

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CURRICULUM COMPLIANCE EXPECTATIONS

Kerrville ISD
Division of Curriculum and Instruction



1999-2006

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CURRICULUM PHILOSOPHY: PURPOSE AND GRADUATE PROFILE

Kerrville ISD is committed to the development of a curriculum that imparts basic knowledge, concepts, processes, and attitudes necessary for students to successfully function in society. Education recognizes characteristics unique to each student and provides a process for development and expression of each student's innate potential and talents.

The curriculum shall be designed and implemented using an approach that includes the following premises:

1. All students are capable of striving towards excellence in learning.
2. Success influences self-concept; self-concept influences learning and behavior.
3. The instructional process can be adapted to improve learning.
4. Schools can maximize the learning conditions for all students through clearly stated expectations of what students will learn, high expectations for all students, short- and long-term assessment of student achievement, and modifications based on assessment results.
5. Successful student learning must be based on providing appropriate educational experiences at the appropriate level of challenge to ensure maximum student achievement.
6. High levels of student achievement are the benchmarks for effective curriculum (design) and instruction (delivery).

The purpose of the *Kerrville ISD Curriculum Management Plan* is to coordinate improvement efforts in the development and implementation of the curriculum, to have a system that will insure that students from teacher to teacher and school to school learn the same core information at each instructional level. KISD curricula objectives are based on state and local expectations, are consistently delivered at the classroom level, and are regularly assessed and evaluated. The graduate profile describes the district's purpose, vision, and expectations for graduates of the Kerrville ISD.

KERRVILLE ISD GRADUATE PROFILE

COMMUNICATION SKILLS

KISD graduates should be able to:

1. *Communicate accurately and effectively by*
 - a) *completing an application*
 - b) *developing a functional resume'*
 - c) *producing business/personal letters and thank-you notes*
 - d) *demonstrating effective interview skills*
 - e) *utilizing correct grammar*
 - f) *practicing appropriate telephone/e-mail etiquette*
 - g) *demonstrating public speaking skills*
2. *Demonstrate social communication skills by*
 - a) *actively listening*
 - b) *exercising appropriate business and social manners i.e., hand shake, eye contact, and greetings*
3. *Demonstrate comprehensive interpersonal skills by*
 - a) *collaborating in diverse settings*
 - b) *demonstrating team planning skills*

KNOWLEDGE/ACADEMICS

KISD graduates should be able to:

1. *Demonstrate knowledge of career planning and goal setting by*
 - a) *being aware of pay scale and job availability in relationship to the local economy*
 - b) *knowing appropriate dress and grooming for various workplaces*
 - c) *understanding general workplace roles, skills, and ethics*
 - d) *being aware of personal strengths/weaknesses and their relationship to occupational opportunities*
 - e) *knowing social skills used in work situations*

2. *Use technology skills by*
 - a) *demonstrating the use of keyboard/computer applications, i.e., word processing, database, spreadsheet, desktop publishing, and integration*
 - b) *obtaining, analyzing, and reporting information*
 - c) *operating a calculator*
 - d) *understanding the intent and ethics of computer use*
 - e) *being computer literate in order to receive on-the-job training*
 - f) *accessing information through the Internet*
 - g) *being aware of state-of-the-art peripherals*
 - h) *performing basic file maintenance*
 - i) *performing basic trouble shooting using technical manuals and support systems*
3. *Appreciate cultural diversity by*
 - a) *being globally aware-understanding political, social, and cultural diversity by adapting to a changing world*
 - b) *understanding and appreciating the needs, cultures, histories, ideas, attitudes and differences of others*
 - c) *having an appreciation of the fine arts*
 - d) *recognizing the multicultural nature of language*
4. *Implement financial management by*
 - a) *applying math skills in real life situations i.e.,*
 - *balancing a checkbook and reconciling a bank statement*
 - *understanding basic economics of supply/demand and free enterprise*
 - *maintaining a personal budget*
 - *considering responsibilities of making sound financial decisions i.e., interest, discounts, investments, borrowing and purchasing*
 - *understanding payroll and computation of deductions*
 - b) *interpreting legal documents used in buying or leasing a home, car or business, insurance policies, employment*
 - c) *being able to fill out IRS-related forms, college applications, and financial forms*
 - d) *being able to count money without the use of machines*
5. *Use geography/map reading by*
 - a) *knowing the geographic locations of significant global regions and understanding their environment*
 - b) *relating historical/geographical events to current events*
 - c) *locating countries and major cities on a map*
 - d) *planning a trip*
 - e) *reading a map and giving/receiving location directions*
6. *Employ life-management and goal setting skills by*
 - a) *setting person/career goals and developing a plan to reach them*
 - b) *developing organizational skills*
 - c) *using personal management/organizational skills in relation to time, money, and resources*
 - d) *displaying self-discipline and respect for authority*
 - e) *applying decision making processes to real life situations*
 - f) *being an intelligent consumer i.e., price comparison, label literacy*
 - g) *using everyday references i.e., telephone directories, maps, indexes, transportation schedules*
 - h) *understanding personal strengths/weaknesses through assessment of learning styles, personality profiles, and aptitude tests*
 - i) *reading and following instructions/directions*
 - j) *using a library, gathering and locating information, and using community resources*
 - k) *understanding the importance of being a life-long learner*
7. *Demonstrate mathematics applications by*
 - a) *knowing basic measurement systems*
 - b) *understanding and applying mathematical concepts by using higher-level thinking and logical reasoning skills to solve complex problem situations and make decisions*
 - c) *interpreting graphs and charts and drawing logical conclusions from the data presented*
 - d) *performing basic math with whole numbers, decimals, and fractions without the use of a calculator*

8. *Demonstrate reading applications by*
 - a) *reading and interpreting information from a business-like perspective by using higher-level thinking to determine implied and inferred meanings*
 - b) *reading, understanding, and enjoying literature through identifying setting, characters, purpose, and main idea while making inferences, interpreting,, and summarizing*
 - c) *reading and interpreting information i.e., from newspapers, magazines, tables, charts, scholarship applications, college catalogs, credit applications and following complex directions*
 - d) *reading aloud with correct inflection and expression*
 - e) *being exposed to classical literature*
9. *Demonstrate writing applications by*
 - a) *writing effectively (descriptively, persuasively, etc.) for a variety of readers and purposes*
 - b) *organizing and analyzing information for the purpose of informing., summarizing, researching, and presenting conclusions*
 - c) *using the following writing skills:*
 - *proofreading and self-editing*
 - *good sentence and paragraph structure*
 - *correct subject/verb agreement*
 - *correct punctuation*
 - *correct spelling and word usage*
10. *Demonstrate science applications by*
 - a) *interpreting scientific testimony and evidence*
 - b) *knowing the biological life cycle of plants and animals*
 - c) *understanding the consequences and/or outcomes of the misuse of the environment*
11. *Exhibit values by*
 - a) *understanding the element of change in modern society*
 - b) *understanding the needs of others through tolerance or acceptance*
 - c) *accepting responsibility for their actions*
 - d) *understanding the effects of their behavior on others and in society*
 - e) *displaying a strong feeling of pride and patriotism coming from knowledge of U.S. history and heritage*
 - f) *understanding the influence of peer pressure*
12. *Practice wellness by*
 - a) *knowing, understanding, and respecting one's own body*
 - b) *knowing ways to become and remain fit and healthy*
 - c) *identifying risk factors and making healthy choices*
 - d) *having basic survival and first aid skills and CPR*
 - e) *knowing the consequences of abuse and addictions i.e., drugs, tobacco, alcohol, gambling and sexual*
 - f) *knowing the services available in the community for physical/mental health and how to access such services*
 - g) *exhibiting self-control and responsibility to avoid hazardous situations and behaviors*

CITIZENSHIP

KISD graduates should be able to:

1. *Demonstrate a knowledge of government by*
 - a) *reciting and explaining the meaning of the Pledge of Allegiance*
 - b) *reciting (singing) the National Anthem*
 - c) *knowing the significance of national, state, and local customs, symbols and celebrations*
 - d) *knowing the voting process*
 - e) *being registered as a voter*
 - f) *being registered in the Selective Service, if applicable*
 - g) *knowing local, state and national government leaders*
 - h) *knowing how to contact an elected official*
 - h) *writing one letter to an elected official before graduation*
 - j) *attending a city council meeting and/or school board meeting*

- k) *sitting through one court session*
- 2. *Demonstrate an appreciation for leadership by*
 - a) *knowing basic rules of order for conducting a meeting*
 - b) *demonstrating the correct introduction of a speaker or adult to a group*
 - c) *having respect for authority through an understanding of the democratic process*
 - d) *participating in a variety of leadership activities*
- 3. *Demonstrate an understanding of economics by*
 - a) *knowing the responsibilities of taxpayers*
 - b) *knowing laws and consequences for personal financial activities: borrowing money, credit cards, paying bills, etc.*
 - c) *knowing the free enterprise system*
- 4. *Demonstrate community involvement by*
 - a) *being aware of community social services*
 - b) *documenting 10 hours of volunteer work in community organizations or projects*

PROBLEM SOLVING/THINKING SKILLS

KISD graduates should be able to:

- 1. *Employ problem solving/thinking skills by*
 - a) *setting long and short term goals and developing a plan to achieve them*
 - b) *identifying complex problems, applying logic, evaluation skills and data analysis*
 - c) *identifying solutions to a problem and analyzing them in terms of advantages/disadvantages*
 - d) *comparing the problems in other geographic/ demographic areas using maps and research techniques*
 - e) *recognizing the affects of stress on personal and professional productivity, and utilizing strategies to cope*
 - f) *applying the scientific or analytic method of problem solving*
 - g) *managing complex and long-term projects*
- 2. *Employ critical thinking skills by*
 - a) *utilizing inductive and deductive thinking strategies when solving problems*
 - b) *making informed decisions through assessing information from a variety of sources*
 - c) *recognizing the cause/effect relationship between decisions and consequences*
 - d) *understanding that diverse points of view may result in different interpretation*
 - e) *analyzing messages communicated via media,, television advertisements, movies, and news programs*
 - f) *using the visual and performing arts to analyze, critique, and enhance thinking,. problem-solving,, and cultural awareness*



CURRICULUM DEFINED

The role of curriculum in realizing the district's purpose, vision, and graduate profile is based upon the following common definitions and principles about curriculum design and its implementation.

CURRICULUM ALIGNMENT

Curriculum Alignment is a coordination of what is written, taught, and assessed. It is also the articulation of skills and knowledge from PK-12, as well as the alignment of instruction within the department/grade level and from school to school. Curriculum alignment principles are to be translated in curriculum guides, instructional practices, and student assessments.

WRITTEN CURRICULUM

Written curriculum is defined as those standards, goals, and objectives that students are to achieve while in school. Curriculum is the district's vision, including the graduate profile.

Principles:

- The curriculum reflects the best understanding of the growth and development of learners, the needs of learners in our changing society, the needs of the community, state law, and State Board of Education rules.
- Curriculum development is a participatory process involving many individuals: teachers, principals, curriculum administrators, students, parents, and/or community members as appropriate.
- The curriculum is based on a core set of non-negotiable student objectives, which guide decisions about teaching and learning, and which are aligned both vertically (PK-12) and horizontally (within an 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 objectives at each instructional level.
- The focus of the curriculum shall ensure:
 - Mastery of basic skills in reading, writing and mathematics, and
 - Objectives derived from local, state, and national standards.
- The curriculum is accessible and manageable.
- The curriculum is reviewed and updated regularly.

TAUGHT CURRICULUM

Taught curriculum refers to instruction, the process by which teachers plan, organize and deliver instructional strategies for teaching the written curriculum.

Principles:

- All classroom instruction, including those for special population students, shall be aligned to the District curriculum.
- Teachers are encouraged to use flexibility and creativity in the "how" of teaching (instruction), not the "what" of teaching (curriculum objectives).
- Teachers select instructional resources such as textbooks, software, community resources, and other materials based upon their alignment with the curriculum.
- Staff training is designed and implemented to prepare staff members to help meet the needs of their students.

ASSESSED CURRICULUM

Assessed curriculum is student assessment, both formal and informal, that is used to evaluate student progress toward mastery of the written curriculum. Student assessment must do the following:

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

THE WRITTEN CURRICULUM: CURRICULUM GUIDES

It is the expectation of the district that learning will be enhanced by adherence to an aligned curriculum that promotes articulation and coordination of skills and knowledge from grade to grade and from school to school. With this expectation, the PK-12 curriculum guides shall be based on a core set of objectives that are clearly articulated and aligned to the graduate profile, state standards, and required assessments in each discipline and/or course of study.

Subject-area automated curriculum guides shall be developed for all grade levels and subjects in the district. After subject-area guide development is completed, guides will be disseminated as follows:

- Curriculum guides will be placed on a website for easy access.
- All teachers will be able to access their subject-area curriculum guides from their classroom computer.
- Principals will be able to access all guides from their desktop computer.
- Curriculum objectives will be available to the public at each campus or in the District's Curriculum office upon request.

COMPONENTS OF THE CURRICULUM GUIDES

Curriculum guides shall, at a minimum, contain the following components:

- ❖ Aligned Student Objectives
 - Alignment with TEKS, State Assessments, Graduate Profile, National Standards, ACT, and SAT.
 - Basic skills as well as higher order skills, at least 50% written and taught at the application/comprehension level or above.
 - Appropriate technology applications.
- ❖ Aligned Instructional Strategies
 - Knowledge of research-based best practices, methodologies, developmental appropriateness, and priorities for use of instructional time in order to provide appropriate levels of depth and complexity.
 - Professional growth required/recommended as appropriate.
 - All instructional strategies will be screened by a member of the KISD Curriculum Team prior to its inclusion in the automated instructional guide.
 - At least 50% of instruction delivered at or above the application level/Level 3, according to each Campus Improvement Plan.
- ❖ Aligned Instructional Resources
 - Available instructional resources approved by a member of the KISD Curriculum Team
 - Instructional resources should be aligned with student objectives and instructional strategies.
 - At least 50% of instruction delivered at or above the application level/Level 3.
- ❖ Aligned Curriculum Assessments
 - Assessment items and/or tasks which:
 - Reflect a content alignment with KISD objectives.
 - Measure student progress.
 - Guide teachers' instruction at appropriate levels of depth and complexity (at least 50% written at or above the application level/Level 3, according to each Campus Improvement Plan.
 - Guide students' learning.
 - Guide district/campus improvement of curriculum alignment and programmatic decisions.
 - Communicate progress to parents to support learning at home.



THE TAUGHT CURRICULUM

Curriculum guides are to serve as a framework from which teachers plan, organize, and deliver instruction that will serve their students' needs. All teachers have a responsibility to contribute to the development and/or refinement of written curriculum as established in Kerrville ISD Policy EG (Local). Teachers are expected to teach and assess the KISD Objectives as aligned and articulated in their subject-area curriculum guides, as well as any required units/activities as directed. Instructional support staff and campus administrators are expected to be knowledgeable about the written curriculum and to support teachers in the implementation and evaluation of the curriculum. This expectation provides an assurance to all teachers that they and their colleagues are working toward a common purpose.

In addition to consistent delivery of the learning objectives in the curriculum, it is expected that instructional delivery will be based on sound teaching principles grounded in educational research. The instructional delivery process is to include the following:

- Develop lesson plans which are aligned to the KISD Curriculum objectives. Over the course of the school year, all KISD objectives must be taught, assessed, and reflected in the written lesson plans.
- Establish a classroom climate that continually affirms the worth and diversity of all students.
- Establish and maintain positive relationships with students and a caring atmosphere in the classroom.
- Expect that all students will perform at high levels of learning.
- Orient students to the objectives to be learned.
- Implement research-based best practices/strategies to teach the curriculum.
- Analyze each KISD objective so that instructional strategies and assessment match the content of the objective. Conduct an effective task analysis of the KISD Objectives.
- Provide a variety of instructional strategies, including strategies that match the format of the assessment.
- When appropriate, sequence tasks into a hierarchy of learning skills to maximize effectiveness of instructional delivery.
- Ensure that all students experience opportunities for personal success.
- Vary the time for learning, when appropriate, according to the students' needs and the complexity of the task.
- Have both staff members and students take responsibility for successful learning.
- Determine students' current skills/learning to guide instruction at appropriate levels of challenge.
- Base instructional decisions on a variety of student achievement data .
- To the degree possible, provide reteach/remediation opportunities for students who do not attain mastery.
- Teach to the objectives providing varied approaches, adequate practice time, and multiple opportunities for learning and success.
- Provide progression to a more challenging level for students who master the objectives.
- Use technology as a tool for teaching and learning.
- Each teacher will be provided a hard copy of the instructional objectives (OASIS objectives).



THE ASSESSED CURRICULUM

- Effective use of student achievement data is critical to assessing student mastery of the KISD objectives. Data driven instruction occurs when assessment data is used to guide instructional decisions at the student, classroom, campus, and district levels. The assessed curriculum should:
 - Measure student progress.
 - Guide teachers' instruction at appropriate levels of depth and complexity (at least 50% written at or above the application level/Level 3, according to each Campus Improvement Plan.
 - Pre-assess students' learning levels for diagnostic purposes.
 - Focus/narrow instruction by teaching to objectives not mastered.
 - Vary the instructional time, setting, and/or presentation for reteach and enrichment opportunities based on student achievement data.
 - Guide placement in tutoring/special help programs based on assessment data.
 - Allow opportunities for students to accelerate through the curriculum requirements.
 - Guide district/campus improvement of curriculum alignment and programmatic decisions.
 - Identify general achievement trends of various student groups.
 - Communicate progress to parents to support learning at home.

The assessed curriculum should include the following components:

- On-going classroom-level assessment of student learning in a variety of formats (CRT, portfolios, performance, production, demonstration, etc.).
- A district-wide criterion-referenced information management system, in designated subject areas, that provides timely, efficient assessment feedback to students, teachers, and administrators.
- A variety of assessment tools to assess students, resources, and curriculum including: the State assessments (TAAS, EOC Exams), college entrance exams (SAT/ACT), and/or college placement exams (AP).
- Adequate practice and assessment in the testing format of required State Assessments, SAT, ACT, AP, etc.
- An assessment process that allows students to demonstrate and receive credit with no prior instruction in a particular course.
- A program evaluation component that guides curriculum redesign, instructional planning, and programmatic decisions based on student achievement within each program area.

KISD PLANNING MODEL TO MAINTAIN & IMPROVE STUDENT PERFORMANCE

Step 1: Understanding the Assessment

- For the TAAS Test:
 1. Which TAAS Targets are assessed?
 2. At what level are the questions asked?
 3. Which formats are used to ask the questions?
- For any other assessment:
 1. What is measured?
 2. What is our process for reporting?

Step 2: Analyze the Data

For the TAAS Test:

1. Based upon the data, teachers of math, reading, and writing identify the TAAS Targets that need improvement.
2. TAAS results should be analyzed by TAAS Target from the weakest to the strongest performance. Compare Item Analysis with TAAS questions.
3. Causal factors identified.

4. Identify necessary strategies for improvement.

Step 3: Plan for the Year

1. Use analysis data to determine the time allocations for improvement of identified TAAS Targets.
2. Establish a calendar of activities based upon inclusion of TAAS targets in the curriculum.
3. Integrate TAAS Targets into the regular curriculum.
4. Some TAAS Targets can be taught through any curriculum.
5. Create time for mastery.

Step 4: Checkpoints and Benchmarks

1. After the TAAS Target has been taught, a Checkpoint Test time should be identified.
2. Short Checkpoint Tests will be provided by a TAAS support person based upon the campus grade level/department calendar of activities.
3. With the principal's cooperation, the campus grade levels/departments will schedule administrations of Benchmark Tests (TAAS Release Tests) at opportune times prior to the official TAAS administration.
4. Teachers analyze results of these tests to determine future instruction.

Step 5: Monitoring

1. Principal involvement with department/team.
2. "TAAS Talk" with identified students who need encouragement for performance.
3. Instructional team meetings
4. Checkpoint and Benchmark data analysis
5. Tutorials/Enrichment possibilities
6. Report and feedback to the CIT and/or FCAC



CURRICULUM SUPPORT

INSTRUCTIONAL STAFF TRAINING

The program for instructional staff development is focused on continuous improvement of instructional strategies and is designed to provide teachers with the tools and knowledge needed to teach the curriculum as outlined in the KISD Instructional Menu. Staff development should provide for 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.
- The expectation that learning and improving is part of the job.

MANAGING CURRICULUM IMPLEMENTATION

Principals shall manage the implementation of the aligned curriculum. Strategies for curriculum management include the following:

- Analysis of student assessment data throughout the year, followed by conferences with individual teachers and/or teams.
- Translate the importance of effective curriculum and instruction practices on a regular basis.
- Observations of teachers (forty-five minute and frequent walk-through).
- Schedule curriculum-planning meetings or review minutes of team/departmental meetings.
- Meetings with district curriculum/instruction personnel.
- Review of lesson plans and curriculum guides.
- Campus-based training opportunities.
- Opportunities for teachers to discuss and share ideas and strategies.

KERRVILLE INSTRUCTIONAL IMPROVEMENT MODEL (KIIM)

The *Kerrville Instructional Improvement Model* is located on the KISD Intranet (www.kisd.net) under “Curriculum & Instruction.” This web site contains the *KISD Instructional Model* and a correlation of the *Best KISD Instructional Practices* and *Effective Teacher Practices* to the PDAS.

REQUIREMENTS FOR NEW COURSES

Before any courses are added, the following information needs to be shared with the appropriate groups (Campus Improvement Team, Dept./Grade Level Chairs, Central Administration, Faculty and Community Advisory Council, Board of Trustees)

- ❖ For courses that are part of the state-approved curriculum (TEKS are available) but the course has not previously been offered in KISD, the following information shall be gathered:
 - Projected cost of implementing and maintaining course,
 - Projected enrollment and targeted students, and
 - Certification required for teacher.
- ❖ For courses that are not part of the state-approved curriculum, the following procedures shall be followed: Prior to implementation, an Innovative Course Application shall be submitted to the KISD Board of Trustees and then to TEA for approval. It shall include:
 - A description of the course and its objectives.
 - A rationale and justification in terms of student needs,
 - A description of activities, resources, and materials to be used.
 - Methods for evaluating student outcomes.
 - Certification required for teacher.
 - Amount of credit proposed.
 - The school years for which approval is requested.
 - Projected cost of implementing and maintaining course.

- Projected enrollment and targeted students.



CURRICULUM DEVELOPMENT CYCLE

Curriculum guides shall be developed for all grade levels and subjects in the district. The superintendent or designee will select district-wide vertical Curriculum Writing Teams, based on principal recommendations. The Curriculum Writing Team will receive training in:

- Curriculum Alignment
- Brain Research
- Multiple Intelligences
- Test Writing
- Data Analysis

DEVELOPMENT CYCLE

The curriculum development cycle will include three phases:

Phase I - Planning and Development

- Study the latest thinking, trends, and experts' advice on the basic beliefs surrounding the subject area,
- Gather and study current student assessment data,
- Align objectives, assessments, and the Graduate Profile, and
- Preview/Select resources for highest level alignment.

Phase II - Pilot the Curriculum:

- Pilot curriculum in designated classrooms,
- Evaluate the results and revise curriculum as needed, and then
- Provide training for all teachers.

Phase III - Implement the Curriculum:

- Implement the curriculum district-wide.

The development cycle should require two to three years to complete, depending upon the complexity of the task and current status of the curriculum. Upon completion of the pilot, the curriculum will be implemented throughout the discipline/course. Curriculum guides will be reviewed and/or revised annually or as directed by the superintendent or designee.

GLOSSARY OF TERMS

Alignment	the agreement (“match”) of the written, taught, and tested curriculum; vertical alignment refers to agreement throughout the PK- 12 system; horizontal alignment refers to agreement within a grade level or course
Content Alignment	teach what is tested – skills, knowledge, and information required of students for success on an assessment.
Context Alignment	teach in the way the skills are tested – format or testing protocol students must follow for success on an assessment.
Articulation	the curriculum is focused and connected vertically from one grade level to the next or from one school to the next.
Assessed Curriculum	assessment of the curriculum, which is used to determine and communicate student mastery, evaluate the curriculum, and analyze programs/courses
Backloading	curriculum writing begins with the test and working “back” to the curriculum.
Benchmarks/Checkpoints	the district criterion-referenced tests for a particular subject
CRT	acronym for criterion-referenced test (assessment based on performance toward a predetermined set of skills/competencies)
Curriculum Development Team	vertical team of teachers and other participants selected/elected to develop curriculum
Data-driven Instruction	the use of student achievement data and other learning data to guide instruction, set goals, monitor programs and curriculum
Depth and Complexity	<p>Depth – exploration of content within a discipline; analyzing from the concrete to the abstract, familiar to the unfamiliar, known to the unknown; exploring the discipline by going past facts and concepts into generalizations, principles, theories, laws; investigating the layers of experience within a discipline through details, patterns, trends, unanswered questions, ethical considerations.</p> <p>Complexity – extending content in, between, and across disciplines through the study of themes, problems, and issues; seeing relationships between and among ideas in/within the topic, discipline, and/or disciplines; examining relationships in, between, and across disciplines over time, and from multiple points of view.</p>
Graduate Profile	the Kerrville ISD graduate expectation which lists the standards all graduates should meet prior to graduation
Measures	established assessment tools used to measure performance in a particular area
Objectives	student skills/competencies expected for mastery of a course or discipline
Portfolio	a compilation of achievement data, work samples, and evaluation instruments
Skills	students' knowledge and learning expectations for a particular subject/discipline
TAAS	Texas Assessment of Academic Skills, the state-mandated assessment
TAAS Target	TAAS Objectives specified at the TEKS Student Expectation level.
Taught Curriculum	the instructional strategies and resources used to teach the curriculum

TEKS	Texas Essential Knowledge and Skills, the state-mandated curriculum expectations for all students in every state-approved course of study
Level 3	Level 3 Questions: The answer is NOT stated in the text. The answer will not be in the passage. The correct answer will be based on clues and evidence in the text and understanding of synonym-based words and language. (Definition Source: Margaret Kilgo)
Written Curriculum	the district curriculum guides which outline the expectations for student mastery of a particular course/subject.