

Assessment Inventory Summary  
New Castle County Vocational Technical  
School District  
2015-2016 School Year



This project summary includes all required assessments given to students in the NCCVT school district. Part I of the summary includes the district's process for adopting, creating, and revising assessments in both academic and career areas. The cycle of assessment decision-making is also captured in Part I along with the various assessments. Part II of the summary includes assessments that are state or federally required. Part III captures the district's plan for improving its assessment system and general feedback regarding assessments.

## **Part I**

### **Assessments Offered, Assessment Cycle, and Assessment Process in NCCVT**

#### **Assessment Decisions**

Assessment decisions within academic content areas are made through a team approach. The content area teacher leaders make the initial decisions around how the assessment writing process will be conducted at their monthly meeting with the Director of Curriculum and Instruction and the Instructional Specialist. At these meetings, the teacher leaders use feedback from their department members and their expertise in CCSS and their content area standards to establish a framework for the assessment. When the new assessments reflect a large paradigm shift, a district professional development session is devoted to involving all teachers in the content area in the discussion before the framework is determined. Once the framework and process have been put in place, teachers who express an interest in assessment writing and have experience with the course being addressed meet to create the assessments.

Regarding career and technical programs, the assessments are designed to ensure students have the opportunity to earn an industry-recognized credential. The district's vocational specialist in cooperation and conjunction with Delaware DOE and the business community governs this process. The career areas (programs of study) allow students to attain a "secondary school diploma or its equivalent and an industry recognized credential, certificate, or license which holds value at the professional level, post-secondary level, or in an associate or baccalaureate degree program" (DE DOE, 2015).<sup>1</sup>

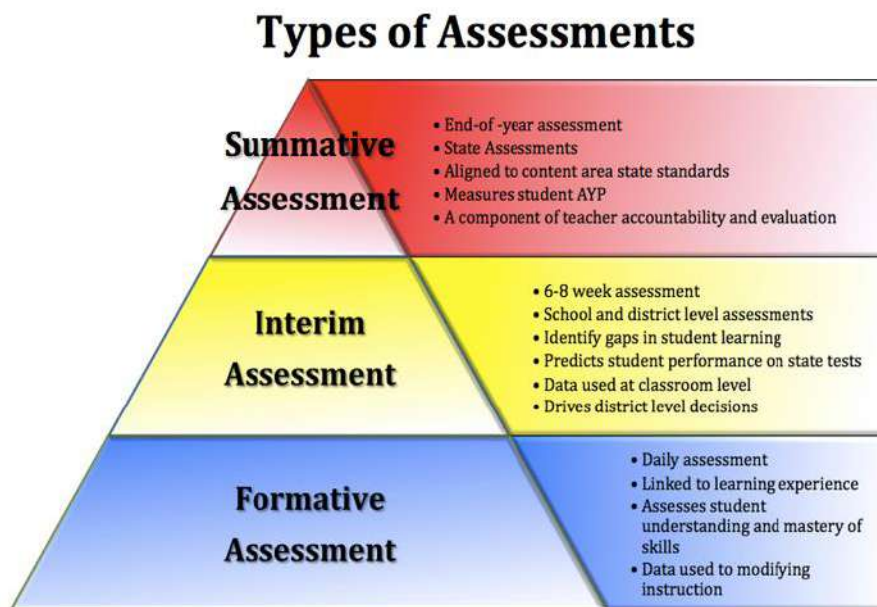
#### **Assessment Review Cycle**

The assessments then undergo a cycle of review and revision until the desired product is achieved. The first step after the teams have completed the assessments is for the content area teacher leaders to provide an opportunity for their department members to review the products and make comments. These observations are then brought to the next monthly meeting for discussion. The teacher leaders work through any differences of opinion and determine if further revision is needed. This exercise may lead to the assessment team needing to go back and revise some items. The teacher leaders then take the revised assessments back to their departments for another review. This cycle continues until identified issues with the assessments have been rectified. The assessments are then posted to Schoology for use the next school year.

Career and technical program assessments also go through a revision cycle that is based on the industry. Certain certifications and credentialing assessments change, and the CTE program will adjust accordingly. Career areas that fall under the NCCER standardized curricula complete assessments throughout the course allowing students to potentially obtain advance standing in an apprenticeship.

### Ongoing Assessment Revision and Refinement

As teachers administer the assessments, they may find problems that were not identified in the previous review process. The teacher leaders collect these concerns and bring them to the table at the next monthly meeting for discussion. Superficial concerns such as a formatting issue are corrected immediately. Concerns related to item quality are compiled and addressed with another round of committee work, review, and revision. The revised assessments are then put in place the next school year. The picture below is used as a reference to guide many of our assessment conversations.



**Summatives:** DCAS, Component 5, EOCs, USAP, CTE Accreditation Exams,

**Interim:** ELA, District Unit Math Exams, DBQs (Performance Tasks), PE—Fitness Gram, Spanish 1 Unit Exams

**Formatives:** Exit/Admit Slips, Graphic Organizers, Quizzes,

(Blow , 2012)<sup>2</sup>

## Career and Technical Credentialing Assessments Offered in NCCVT

Federal and State Required Assessments	Grade Level					Purpose of Assessment	Funding
Career Program	Type of Assessment	9	10	11	12		
Computer Network Administration	Comptia 801/2 10th, Network 11th CCENT (CISCO)		1	1		End of Pathway Completion	Student
Building Automated Systems	NCCER Level I Certification (National Center for Construction Education and Research)				1	End of Pathway Completion	No Cost
Carpentry	NCCER Level I				1	End of Pathway Completion	No Cost
Electrical Trades	NCCER Level I				1	End of Pathway Completion	No Cost
Heating Ventilation and Air Conditioning,	NCCER Level I				1	End of Pathway Completion	No Cost
Industrial Mechanics/Millwright Technology	NCCER Level I				1	End of Pathway Completion	No Cost
Masonry	NCCER Level I				1	End of Pathway Completion	No Cost

<b>Plumbing</b>	NCCER Level I				1	End of Pathway Completion	No Cost
<b>Sheet Metal Fabrication</b>	NCCER Level I				1	End of Pathway Completion	No Cost
<b>Welding Fabrication Technology</b>	NCCER Level I				1	End of Pathway Completion	No Cost
<b>Dental Assisting</b>	DANB (Dental Assisting National Board), CPR				1	End of Pathway Completion	Student
<b>Emergency Medical Services</b>	EMR, EMT, CPR (Emergency Med. Responder/Technician)				1	End of Pathway Completion	Student
<b>Health Information Technology</b>	Certified Billing & Coding				1	End of Pathway Completion	Student
<b>Medical Assisting</b>	CMAA (Med. Assistant Cert.)				1	End of Pathway Completion	Student
<b>Nursing Technology</b>	CAN (Nurse Assistant)				1	End of Pathway Completion	Student
<b>Cosmetology</b>	DSB				1	End of Pathway Completion	Student
<b>Culinary Arts</b>	Serv Safe				1	End of Pathway Completion	Student

<b>Technical Drafting and Design</b>	<b>CSWA</b>				<b>1</b>	<b>End of Pathway Completion</b>	<b>Student</b>
<b>Auto/Diesel Technology</b>	<b>ASE (Automotive Services Excellence)</b>				<b>1</b>	<b>End of Pathway Completion</b>	<b>Student</b>
<b>Graphic Arts</b>	<b>Graphic Arts Education and Research Foundation Print Ed</b>				<b>1</b>	<b>End of Pathway Completion</b>	<b>Student</b>
<b>Legal Support Services</b>	<b>APCO Emergency Dispatch Certification</b>				<b>1</b>	<b>End of Pathway Completion</b>	<b>Student</b>
<b>Engine Tech</b>	<b>Equipment &amp; Engine Training Council Test</b>				<b>1</b>	<b>End of Pathway Completion</b>	<b>Student</b>
<b>Early Childhood Education</b>	<b>Training for Early Care and Education 1 &amp; 2</b>				<b>1</b>	<b>End of Pathway Completion</b>	<b>Student</b>
<b>Biomedical Sciences Allied Health</b>	<b>National Health Science Assessment</b>				<b>1</b>	<b>End of Pathway Completion</b>	<b>Student</b>

## Academic Assessments offered in NCCVT

Below is a sample version of the Internal Assessments document that is attached. Rather than trying to scale the Excel file into a Word document and compromise legibility, please see the attached spreadsheet for the following content areas:

- ELA
- Math
- Science
- Social Studies
- Spanish

In addition, please note in the cost section, these are internal assessments and the district covers the cost. Many of these assessments are completed using Scantron test forms, which cost .78¢ per form.

Course	Grade level	Assessment	Timeline	Type of Assessment	Content Standards	Years Administered	Purpose of Assessment	Uses of Assessment	Used for intended uses	Users of the assessment	Type of Administration	Item Types	Cost
ELA 1	9	Formative Performance Task (state pre-test)-	Week 1	Diagnostic/ Component V	CCSS: State review and approval as pre-test Summer 2014	15> years diagnostic writing assessment; last revision 2 years	Measure student knowledge of writing and research skills	Inform instructional practice and provide baseline data for student growth goals	Yes	Building administrators, and teachers	Paper packet	Extended response	No cost beyond scantron & paper
		Unit 1 Assessment	Week 5	Interim Reading	CCSS: 502 alignment study by DDOE Fall 2014	15> years; last revision 1 year ago	Measure student growth in CCSS Reading Standards	Predict ELA performance on SBAC and inform instructional practice	Yes	Teachers and district instructional services	Paper packet/ Scantron	Selected response and constructed response	No cost beyond scantron & paper
		Unit 2 Assessment	Week 9	Interim Reading	CCSS: 502 alignment study by DDOE Fall 2014	15> years; last revision 1 year ago	Measure student growth in CCSS Reading Standards	Predict ELA performance on SBAC and inform instructional practice	Yes	Teachers and district instructional services	Paper packet/ Scantron	Selected response and constructed response	No cost beyond scantron & paper
		Unit 3 Assessment	Week 14	Interim Reading	CCSS: 502 alignment study by DDOE Fall 2014	15> years; last revision 1 year ago	Measure student growth in CCSS Reading Standards	Predict ELA performance on SBAC and inform instructional practice	Yes	Teachers and district instructional services	Paper packet/ Scantron	Selected response and constructed response	No cost beyond scantron & paper
		Unit 4 Assessment	Final exam period	Interim Reading	CCSS: 502 alignment study by DDOE Fall 2014	15> years; last revision 1 year ago	Measure student growth in CCSS Reading Standards	Predict ELA performance on SBAC and inform instructional practice	Yes	Teachers and district instructional services	Paper packet/ Scantron	Selected response and constructed response	No cost beyond scantron & paper
		Summative Performance Task (state post-test and final exam)	Last two weeks	Component V growth goals and summative writing/research	CCSS: State review and approval as post-test Summer 2014	15> summative writing assessment; last revision 2 years ago/1 year as Post-test	Measure student achievement in CCSS writing/research standards	Determine achievement of student growth goals for teacher accountability for	Yes	District instructional staff, building administrators, and teachers		Extended response	No cost beyond scantron & paper

## Scholastic Assessments: SRI and SMI

For the 2015-2016 school year, NCCVT utilized the Scholastic SRI and SMI assessments as a universal screener for Response to Intervention. Although we have used SRI in the past in conjunction with READ 180, utilizing the scores as a screener for RTI was new. Incoming freshmen complete the assessments toward the end of their 8<sup>th</sup> grade year and three times throughout their freshmen year. The data is used to help identify areas of need for students in both Math and ELA.

Course	Grade level	Assessment	Timeline	Type of Assessment	Content Standards	Years Administered	Purpose	Use	Usefulness	Vendor	Expiration	Cost/Total
IMI	9th	Scholastic Math Inventory	Fall, Winter, Spring	Nationally Normed Formative/Diagnostic	Math CCSS	1	RTI Universal Screener	Data is used to to potentially identify students who qualify for RTI	1st year using these assessments for RTI. Reviewing data throughout the year. Data was used to help for course selection and early intervention.	Scholastic	Purchased license	\$22,831 No annual Cost
ELA I	9th	Scholastic Reading Inventory	Fall, Winter, Spring	Nationally Normed Formative /Diagnostic	ELA CCSS	1	RTI Universal Screener	Data is used to to potentially identify students who qualify for RTI		Scholastic	Purchased license	
Math	10th		Fall	Diagnostic	Math CCSS	1	Identify skills of new 10th grade students	Identify skills of new 10th grade students		Scholastic	Purchased license	
ELA	10th		Fall	Diagnostic	ELA CCSS	1	Identify skills of new 10th grade students	Identify skills of new 10th grade students		Scholastic	Purchased license	



## Part II

### State and/or Federal Assessments

The following tables represent the various assessments required by the state or federal government for accountability purposes, Perkins Improvement Act, and the Delaware Performance Appraisal System. The numeric values in the tables represent the number of assessments in an area, not the total amount of assessments given. In addition, the DPAS II table numeric value combines the pre/posttest. Lastly, NCCVT has made a concerted effort to streamline DPAS II, and currently NCCVT ELA and Math assessments are approved for DPAS II Measure B.

Federal and State Required Assessments	Grade Level					Purpose of Assessment	Funding
	9	10	11	12	ALL		
Type of Assessment							
Driver Education		3				Rules Test & Component V	No Cost
Special Education Testing						1 Provides information toward eligibility	District
ACCESS						1 ELL Proficiency	District
SBAC			1			Accountability	State
SAT			1			Accountability	State
PSAT	1	1	1			Accountability	State/District
DCAS		2				Accountability	State
DCAS Alt 1		2	1			Accountability	State
CTE Assessments STS		1	1	25		Pathway Completion	District/Student

DPAS II Pre & Posts* (Pre & Post counted as one assessment in the count)	Grade Level					Purpose of Assessment	Funding
	9	10	11	12	Total		
Content Area						Student Achievement/Teacher Evaluation	
ELA	1	1	1	1		Student Achievement/Teacher Evaluation	District/State
Math	1	1	1	1		Student Achievement/Teacher Evaluation	District/State
Health	1					Student Achievement/Teacher Evaluation	District/State
Physical Education	1					Student Achievement/Teacher Evaluation	District/State
Science	1	1	1	1		Student Achievement/Teacher Evaluation	District/State
Social Studies	1	1	1	1		Student Achievement/Teacher Evaluation	District/State
World Languages	1	1				Student Achievement/Teacher Evaluation	District/State
Component V CTE Assessments STS		38				Student Achievement/Teacher Evaluation	District/State

## **Part III**

### **Reflection and Next Steps**

NCCVT instituted an assessment and grading committee a year prior to the Department's initiated 5-year assessment plan. Fortunately, the work of that committee informed much of this report and supported this effort extensively.

#### **Career and Technical Education**

NCCVT is comprised of four high schools with forty career areas, sixteen of which are offered at multiple locations. Our efforts over the last several years are to ensure that our students earn an end of pathway industry recognized certification through a credentialing assessment. Currently, 60% of our CTE programs have an end of program or certification assessment. Our goal and continued focus is to reach 100% of our programs with end of program certifications. This ongoing effort is in coordination with DE DOE, our business partners, and the business community at large.

The assessments we are investigating need to “hold value” at the post-secondary level. For example, our students in the construction trade who successfully complete the NCCER certifications will earn advanced standing in the apprenticeship, essentially earning them a year towards their training, as well as earning credentials that are industry recognized. Our efforts also have led to creative solutions within career areas that don't necessarily have an assessment; thus, we have offered dual enrollment courses within the career area so students can earn college credit. This is currently underway at Howard High School with the Academy of Finance.

Our biggest challenge with this effort is identifying a credentialing assessment that is recognized by the industry and is valuable to our students. There are various certifications that we have reviewed or were once a part of a program but were not implemented or removed mainly due to their overall usefulness and value. Moving forward we are identifying end of program credentialing assessments or dual enrollment opportunities for the following CTE areas:

- Athletic Healthcare
- Auto Body
- Biotechnology
- Business Technology
- Chemical Lab Technology
- Digital Media
- Electronics
- Surgical Tech
- Web & Print Technology

#### **Academic Areas**

As identified in Part I, NCCVT has a rich and organized process for evaluating its assessment system that involves various stakeholders. Over the past few years, this process has tried to balance moving to the Common Core, adding additional assessments, and developing a data based, decision-making environment. The original intent of NCCVT's assessment committee was to understand the nature and purpose of various assessments as well as find ways to streamline our assessment cycle.

Over the past few years, as the focus on assessment has increased as a way to improve student achievement, certain grade levels were inundated with tests resulting in instructional time being lost. Our aim was to devise ways to find a balance between our internal assessments and mandated assessments to create a valuable cycle of assessments within each course. One of our first actions was to create our own Component V assessments within ELA and math, so teachers and students had ownership of the assessment and the results. Currently, we have Component V assessments (Pre and Post) for math and ELA that are aligned to our unit assessments and our summative assessments. The goal is to use the assessments throughout the course to inform decision-making at multiple levels and within a variety of contexts. NCCVT decided to hold off on submitting Component V assessments for social studies and science since they are in a state of flux, especially as we move in Next Generation Science Standards.

The two major concerns that continue to arise are the amount of time spent on assessments and the sheer numbers of assessments students take. The time issue, as voiced by some teachers, is twofold. One issue is on the amount of time spent on testing and how long some of the assessments take to complete, particularly extended response questions and performance tasks. The second issue is how this adversely impacts data based decision-making. For example, teachers expressed how many of the assessments are designed to be formative in nature, yet due to the amount of testing and the completion time, not only is there a loss of instructional time, but the other real loss is the inability to use the data to reteach information even in a spiraling curriculum. Teachers voiced how time is a premium, and the testing can adversely affect their ability to maintain pace necessary to teach the required standards and to support areas of need.

As a result, NCCVT hopes to offer its own DPAS II Component V assessments that are directly aligned to our curriculum, produce more instructional value, and reduce the duplication of testing. We also created a yearlong assessment calendar<sup>3</sup> that is used throughout the district to help organize time, prepare for upcoming assessments, and utilize meetings appropriately (e.g. PLCs).

## **Standardized Assessments**

Various issues have been raised over the value of various standardized assessments.

### **SAT/PSAT**

Two particular issues that have surfaced are the early testing of 9<sup>th</sup> graders with the PSAT and the testing of students who have stressed a desire to pursue the trades and do not need the PSAT or SAT. Regarding 9<sup>th</sup> grade, we hope the development of the new 9<sup>th</sup> grade PSAT will help in this area. Some were also concerned about the low scores often received and how to develop the correct mindset around receiving one's scores without feeling inferior. Again, we are working in this area, but this concern has surfaced a few times.

Recently, questions such as curriculum revisions and question formatting and type have arisen in response to the state possibly adopting the SAT over the 11<sup>th</sup> grade SBAC. For example, math courses adopted performance tasks to align with SBAC like assessment questions, and if the SAT becomes the new accountability assessment, additional changes will need to be made in light of an ever-changing system.

### **Usefulness of the Assessments**

Another area of concern is the overall usefulness/reliability of the data in an over tested system. Due to the number of assessments, it is believed students don't equally take each test to the best of their ability. For example, the DCAS end of course assessments are comprehensive in nature and may be given along with a student's final; however, due to the quality of the questions on the DCAS assessment, students may also be required to complete the final exam developed by the district for that course. Trying to encourage students to do their best on assessments that don't have an impact on their grades, like a final exam would, impacts student

motivation and the results. The over testing at certain grade levels could look like the following in the last weeks of a semester or year:

1. End of Unit Exam
2. Final Course Exam
3. Component V Post Test
4. DCAS EOC Assessment

This constitutes over a week’s worth of preparation, review and testing for a course that fits these parameters, such as 10<sup>th</sup> grade Biology.

**DPAS II Component V**

Regarding the DPAS II process and the Component V assessments, there was enormous criticism over the quality and value of the tests. Concerns ranged from CTE assessments being inaccurate to issues with assessments like the 10<sup>th</sup> grade Economics pre and post-tests, which do not assess the same standards and contain a different number of open-ended questions. Additionally, and similar to previously mentioned concerns over change, questions were asked around how these assessments will change or be altered with state and national changes, such as Next Generation Science Standards.

3.

**NCCVT Office of Assessment and Accountability 2015-16 Assessment Calendar**

2015-16	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S							
Jul 15				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		
Aug 15		31					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Sep 15			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30				
Oct 15				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		
Nov 15	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30						
Dec 15			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			
Jan 16					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
Feb 16		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29						
Mar 16			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			
Apr 16					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
May 16	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31					
Jun 16			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30				

Notes:	Aug 31: First Marking Period Begins	Feb 22-Mar 4: PSAT	Apr 4-Apr 15: Alg II/Int Math III P/P
Aug 25-27: Professional Development	Nov 6: First Marking Period Ends	Mar 2: SAT School Day	Apr 4-Apr 15: DCAS Social Studies P/P
Sept 14: Professional Development	Nov 9: Second Marking Period Begins	Mar 1-April 29: ACCESS	Apr 4-Apr 15: DCAS US History P/P
Oct 2: Professional Development	Jan 22: Second Marking Period Ends	Mar 9-Jun 2: DCAS-Alt1 Science & SS	Apr 4-May 6: DCAS EOC US History
Dec 7: Professional Development	Jan 25: Third Marking Period Begins	Mar 9-Jun 2: DCAS-Alt1 Reading & Math	Apr 4-May 6: EOC Alg II/Int Math III
Jan 25: Professional Development	Apr 8: Third Marking Period Ends	Jan 6-Feb 3: DCAS EOC & P/P US History	Apr 13-Jun 2: Smarter ELA & Math
Feb 8: Professional Development	Apr 11: Fourth Marking Period Begins	Jan 6-Feb 3: EOC & P/P Alg II/IM III	May 2-May 18: Smarter ELA & Math P/P
Mar 7: Professional Development	Jun 13: Fourth Marking Period Ends	Mar 2-Apr 8: DCAS Science	District ELA Common Assessments
Apr 26: Professional Development	Oct 14: PSAT	Apr 4-Apr 15: DCAS Science P/P	District Math Common Assessments



NCCVT is on a four by four block schedule that decreases the number of summative assessments a student completes at the end of each semester. The number of assessments listed above reflect the total number of assessments a student may complete throughout a school year.

The assessment ranges reflect the unique nature of students' schedules, such as CTE or World Language. Overall, students have content summative assessments in each of their courses, which is reflected above. The assessments listed do not include common unit assessments a student may complete that are directly aligned to the curriculum.

The duplication of summative assessments in core content areas is what needs to be reduced, particularly Component V. NCCVT has approved Measure B assessments in math and ELA, which reduced our assessment time by 180 minutes per course. We are not submitting for science and social studies considering the upcoming changes with NGSS and various changes within SS. In addition, grant funds were discontinued for SY 15-16, which we relied heavily on for Component V assessment development. We do foresee making the additional changes in the future, dependent upon the existence of the appropriate conditions.

Another area we would like to highlight is the potential of using the PSAT/SAT within our assessment system and eliminating DCAS EOC exams. Both the PSAT and SAT provide science and social studies cross test analysis scores.<sup>4</sup> By utilizing these assessments results, we are aligning our resources and efforts on an assessment and data that can be used effectively to monitor student achievement in multiple content areas.

## **Cross-Test Scores** 8 to 38 range

**19** Analysis in History/Social Studies

**18** Analysis in Science

## References:

1. Blow, M. (2012, February 2). Interim Assessments Predict Student Performance on State Tests | Scholastic.com. Retrieved July 1, 2014, from <http://www.scholastic.com/teachers/top-teaching/2012/02/interim-assessments-predict-student-performance-state-tests>

2. Resources for Administrators / Career Clusters, Pathways, and Programs of Study. (n.d.). Retrieved December 16, 2015, from <http://www.doe.k12.de.us/Page/1605>

3.

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Oct 2: Professional Development	Jan 22: Second Marking Period Ends	Mar 9-Jun 2: DCAS-Alt1 Science & SS	Apr 4-May 6: DCAS EOC US History
Dec 7: Professional Development	Jan 25: Third Marking Period Begins	Mar 9-Jun 2: DCAS-Alt1 Reading & Math	Apr 4-May 6: EOC Alg II/Int Math III
Jan 25: Professional Development	Apr 8: Third Marking Period Ends	Jan 6-Feb 3: DCAS EOC & P/P US History	Apr 13-Jun 2: Smarter ELA & Math
Feb 8: Professional Development	Apr 11: Fourth Marking Period Begins	Jan 6-Feb 3: EOC & P/P Alg II/IM III	May 2-May 18: Smarter ELA & Math P/P
Mar 7: Professional Development	Jun 13: Fourth Marking Period Ends	Mar 2-Apr 8: DCAS Science	District ELA Common Assessments
Apr 26: Professional Development	Oct 14: PSAT	Apr 9-Apr 15: DCAS Science P/P	District Math Common Assessments

4. <https://collegereadiness.collegeboard.org/pdf/sample-psat-nmsqt-score-report.pdf>. (n.d.).