

1. Assessment for Learning

2. Assessment Methods

3. Assessment of Learning

4. Blooms Taxonomy

5. Characteristics of Highly Effective Teaching & Learning (CHETL)

6. Classroom Assessment and Reflection

A teacher's understanding and application of the current theories, principles, concepts and skills of a discipline.

- **Goals** – What a student will learn or get better at.
- **Objectives** – Precise goals that you want your students to do, after instruction.
- **Standards Learning Targets** – Statements of intended learning, to focus instruction and classroom activities.
- **Activities**

A teacher's ability to facilitate learning experiences that are meaningful to students and prepare them for their futures.

A technique for clarifying learning targets. To fine tune or translate standards; taking a broad and unclear standard and breaking the standard into a smaller more explicit learning target which is used throughout daily classroom instruction.

A classification of learning objectives that is widely considered a foundational theory for curriculum design.

Standards that provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be rigorous and relevant to the real world.

7. Classroom  
Assessment  
Practice

8. Common Core  
Standards

9. Critical Thinking

10. Curriculum  
Guide (Map)

11. Deconstructing  
Standards

12. Descriptive  
Feedback

The consistency of an assessment. A reliable assessment is one which consistently achieves the same results with the same or similar cohort of students.

Various factors affect reliability.

A safe environment supported by the teacher in which high, clear expectations and positive relationships are fostered; active learning is promoted.

Obtaining reliable and ongoing information for making continuing adjustments to instruction, based on identified academic and behavior.

Assessments that happen after learning is supposed to have occurred, to determine if it did.

Intended to determine the uses of the assessment, identify the learning targets to be assessed and then select the proper assessment method.

A skill in gathering accurate information, plus the effective use of information and procedures.

13. Differentiation

14. Formative  
Assessment

15. Goal Setting

16. Instructional  
Relevance

17. Instructional  
Rigor & Student  
Engagement

18. Knowledge of  
Content

A skill in gathering accurate information, plus the effective use of information and procedures.

Reflects student strengths and weaknesses, with respect to the specific learning target(s) given in an assignment; criterion-based feedback, as opposed to numerical scoring or letter grades; focuses on what students are doing correctly (strengths), as well as what they need to work on next.

Assessments that happen while learning is still taking place.

Generally carried out at the end of a course or project.

Generally carried out throughout a course, used to aid learning and provides feedback on a student's work and would not necessarily be used for grading purposes.

Statements which describe what the learner is expected to achieve as a result of instruction.

19. Learning  
Climate

20. Learning  
Targets

21. Learning  
Objectives

22. Lesson Plan  
Components

23. Monitor

24. Reliable

An assessment which measures what it is intended to measure.

Statements of what we want students to learn and be able to do.

Specialized teaching strategies geared to support learning when students are first introduced to a new subject. Scaffolding gives students a context, motivation, or foundation from which to understand the new information that will be introduced during the coming lesson.

A teacher supports and encourages a student's commitment to initiate and complete complex, inquiry-based learning requiring creative and critical thinking with attention to problem solving.

The intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

A process for recording what content and skills are actually taught in a classroom, school, or district during a longer period of time.

25. Scaffolding

26. Standardized  
Tests

27. Summative  
Assessment

28. Test Plan

29. Valid

Include:

- Selected Response
- Extended Response
- Performance Assessment

To provide a clear and understandable vision of the learning target.

Practice of modifying and adapting instruction, materials, content, projects, products, and assessment, to meet individual needs of students.

All students take the same test under the same conditions, with the same instructions and scoring (accommodations and modifications occur for those students who qualify).

Teaching and learning support focused on the instructional core and based on research.

The characteristics are organized around five components: learning climate; classroom assessment and reflection; instructional rigor and student engagement; instructional relevance; and knowledge of content.