

Common Language Glossary

Assessment for Learning – assessments that happen while learning is still taking place. These assessments are conducted throughout teaching and learning to diagnose student needs, plan our next instructional steps, provide students with feedback they can use to improve the quality of their work, and help students see and feel in control of their learning.

Assessment Methods –

- **Selected Response:** An assessment by which students are required to select the correct or best response from a given list; assessing mastery of various elements of knowledge, such as important history facts, spelling words, and vocabulary. [e.g. multiple choice]
- **Extended Response:** Students are encourage to write, to examine their own thinking; a good written response requires students to analyze, compare, contrast, synthesize, draw inferences and evaluate information. [e.g. open response]
- **Performance Assessment:** A form of assessment which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills. Student performance on a task is typically scored on a rubric to determine how successfully the student has met specific standards. [e.g. writing portfolio, speech]

Assessment of Learning – assessments that happen after learning is supposed to have occurred to determine if it did.

Blooms Taxonomy – a classification of learning objectives that is widely considered a foundational theory for curriculum design



Remembering: can the student recall or remember the information?	define, duplicate, list, memorize, recall, repeat, reproduce state
Understanding: can the student explain ideas or concepts?	classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase
Applying: can the student use the information in a new way?	choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write.
Analyzing: can the student distinguish between the different parts?	appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.
Evaluating: can the student justify a stand or decision?	appraise, argue, defend, judge, select, support, value, evaluate
Creating: can the student create new product or point of view?	assemble, construct, create, design, develop, formulate, write.

Characteristics of Highly Effective Teaching and Learning (CHETL)- 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.

Classroom Assessment and Reflection - the teacher and student collaboratively gather information and reflect on learning through a systematic process that informs instruction

Classroom Assessment Practice – skill in gathering accurate information, plus the effective use of information and procedures.

Common Core Standards - The Common Core State Standards 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. The “core” helps students effectively inquire and make sense of important but complicated ideas, knowledge, and know how; a bridge to findings and explorations.

Critical Thinking - Critical thinking is 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.

Curriculum Guide (Curriculum Map) - curriculum mapping is a process for recording what content and skills are actually taught in a classroom, school, or district during a longer period of time. The data provide an overview, rather than a daily classroom perspective, of what is actually happening over the course of the school year. Curriculum mapping can serve as both an instrument and a procedure for determining what the curriculum is and monitoring the planned curriculum.

Deconstructing Standards -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.

Descriptive Feedback – 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.

Differentiation – Practice of modifying and adapting instruction, materials, content, projects, products, and assessment, to meet individual needs of students. Includes: Remedial, Enrichment, ESL, Special Education

Formative Assessment – Formative assessment is generally carried out throughout a course. Formative assessment is used to aid learning and provides feedback on a student’s work and would not necessarily be used for grading purposes.

Goal Setting – to provide a clear and understandable vision of the learning target.

Instructional Relevance - a teacher’s ability to facilitate learning experiences that are meaningful to students and prepare them for their futures.

Instructional Rigor and Student Engagement - 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

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

Learning Climate - a safe environment supported by the teacher in which high, clear expectations and positive relationships are fostered; active learning is promoted

Learning Targets - Statements of what we want students to learn and be able to do. Your learning targets should clearly state what you expect students to know and be able to do as a result of the lesson.

Knowledge Targets – represent the factual foundations in each discipline. The facts and concepts we want students to know. Knowledge targets are often stated using verbs such as *knows, lists, names, identifies, and recalls*. Examples: recalls details from a story, knows multiplication facts to 10

Reasoning Targets – represent mental processes. Students use what they know to reason and solve. Reasoning targets are often stated using verbs such as *predicts, infers, classifies, compares, concludes, analyzes, evaluates, and summarizes*.

Skill Targets – performances that must be demonstrated and observed-heard or seen- to be assessed. Students use their knowledge and reasoning to act skillfully. Examples: oral fluency in reading, serving a volleyball, playing a musical instrument.

Product Targets – students use their knowledge, reasoning, and skills to create a concrete product. Examples: creates tables, graphs, and scatter plots o display data, uses desktop publishing software to create a variety of publications.

Dispositional Targets – reflect attitudes and feelings about school and learning. Students are not held accountable for these targets. Dispositional targets have a specific object as their focus, a positive or negative direction, and have varied levels of intensity. Examples: I like Math, I look forward to coming to school each day.

Learning Objectives – statements which describe what the learner is expected to achieve as a result of instruction http://www.its.swinburne.edu.au/dms/ads_showcase/examples/_blooms/sort.html

Lesson Plan Components -

- **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:**
 - **Direct Instruction (I Do)** – How the information is presented to students; important to meet learning styles of students.
 - **Guided Practice (We Do)** – How your students will demonstrate that they have grasped skills, concepts, and instruction presented during Direct Instruction; an activity done together.

- **Independent Practice (You Do)** – Where students reinforce skills and apply new knowledge by completing a task on their own, away from teacher’s guidance.

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

Reliable – reliability relates to 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 – including ambiguous questions, too many options within a question paper, vague markings instructions and poorly trained markers.

Scaffolding – 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. Scaffolding instruction includes a wide variety of strategies, including:

- activating prior knowledge
- offering a motivational context to pique student interest or curiosity in the subject at hand
- breaking a complex task into easier, more "doable" steps to facilitate student achievement
- showing students an example of the desired outcome before they complete the task
- modeling the thought process for students through "think aloud" talk
- offering hints or partial solutions to problems
- using verbal cues to prompt student answers
- teaching students chants or mnemonic devices to ease memorization of key facts or procedures
- facilitating student engagement and participation
- displaying a historical timeline to offer a context for learning
- using graphic organizers to offer a visual framework for assimilating new information
- teaching key vocabulary terms before reading
- guiding the students in making predictions for what they expect will occur in a story, experiment, or other course of action
- asking questions while reading to encourage deeper investigation of concepts
- suggesting possible strategies for the students to use during independent practice
- modeling an activity for the students before they are asked to complete the same or similar activity
- asking students to contribute their own experiences that relate to the subject at hand

Standardized Tests – 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).

Summative Assessment - Summative assessment is generally carried out at the end of a course or project.

Test Plan - is intended to determine the uses of the assessment, identify the learning targets to be assessed and then select the proper assessment method.

Valid – a valid assessment is one which measures what it is intended to measure.