

| District Vocabulary: Official term | Other terms that fit the definition | Definition |
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| Achievement | | The demonstration of student performance measured against established criteria (performance standard). |
| Assessment | | Evidence of student learning. Gathering and interpreting information about student achievement (group or individual) using a variety of tools and techniques. It is the act of describing student performance, primarily for the purpose of enhancing learning. As part of assessment, teachers provide students with feedback that guides their efforts toward improved achievement. |
| Balanced assessment plan | | *Includes throughout the year assessment- formative, interim, and summative |
| Content | | Concepts students must know; listed as a noun followed by a list of descriptors. Content is intended to show the main components of what is to be learned; content does not list the skill or verbs in relation to the descriptors. However, content is used to develop Learning Targets that do include the skill (Verb). Examples of content: (Ex 1: Geometry: 3D shapes, cones, spheres)(Ex:2 U.S. History: Civil war, Reconstruction) (Ex 3: Organ functions: heart, liver, brain, Lungs) |
| Content standards | State standards CCSS-Common Core State Standards Priority Skill Sets National Standards | Defines what students are expected to know and be able to do. |
| Criteria | Benchmarks Rubrics Scoring Guides | Characteristics or dimensions of student performance. |
| Curriculum Alignment | | The process of aligning teacher, school, and district level curriculum to adopted state standards. |
| Curriculum Map | Scope and Sequence Pacing Long Range Plan | Developed by PLC's identifying the standards and content and skills divided in to units/quarters. |
| Diagnostic assessment | Pre-assessment Intervention assessment | Assessment usually carried out prior to instruction that is designed to determine a student's attitude, skills, or knowledge to identify specific student needs. |
| Formative assessment | e.g., quizzes, initial drafts/attempts, exit tasks and | Assessment designed to provide direction for improvement and/or adjustment to a program for individual students or for a whole class. |

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| Grade | questions during instruction | |
| | | The number or letter reported at the end of a period of time as a summary statement of student proficiency. |
| “I Can” Statements | | Based on the standards and deconstructed Learning Targets , “ I can” statements are written for students to understand the language of the standards. The statements should serve as examples of information that students will know and be able to do. “I can” statements may be written as statements that cover the overall meaning of the standards. Statements may also be written as scaffolding items (stepping stones) to reflect the prerequisites needed to master different parts of the standard. |
| Interim assessment | | Also known as Predictive assessments are periodic assessments that may be used to determine the progress of groups of students based on focused elements of content. |
| Learning target | Learning goal ELO | <p>An observable result demonstrated by a student’s knowledge, skills, or behavior; a generic term. A Learning Target describes, in language that students understand, the lesson-sized chunk of information, skills, and reasoning process that students will come to know deeply and thoroughly. It describes the intended lesson-sized learning outcome and the nature of evidence that will determine mastery of that outcome from a student’s point of view. It contains the immediate learning aims for the day’s lesson.</p> <p>Five Types of Learning Targets:</p> <ol style="list-style-type: none"> 1. Knowledge Targets: represent the factual information, procedural knowledge, and conceptual understandings that underpin each discipline. 2. Reasoning Targets: specify thought process students are to learn to do well within a range of subjects. 3. Skill Targets: those where a demonstration or physical skill-based performance is at the heart of the learning. 4. Product Targets: describe learning in terms of artifacts where creation of a product is the focus of the learning target. Without product targets, the specifications for quality itself are the focus of teaching and assessment. 5. Disposition Targets: refer to attitudes, motivations, and interests that affect students’ approaches to learning. They represent important affective goals we hold for students as a byproduct of their educational experience. |
| Mark | | The “score” (number or letter) given on any single test or performance. |
| Performance standard | OAKS Benchmark | How well students are expected to demonstrate knowledge and skills. |

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| Priority Standards | Bulls-eye Power ELO | Standards that are selected through a prioritization process by PLC's. These standards are tied to a reporting standard. Should be common across district courses. |
| Proficiency-based Teaching and Learning | Standards-based education, performance-based practices, competency-based pathways, and more. | In a proficiency-based classroom there are clearly defined learning targets which are broken into achievable chunks of learning that reflect the selected standards. Also included are student friendly criteria that spell out the proficient level of knowledge and skills students are expected to reach. Intervention and support services are in place in order for students to reach proficiency. Students can also advance to a deeper level of learning or to the next standard. Teachers' measure and report academic performance separately from personal management skills in order to know true academic ability. |
| Reporting Standard | | Subject specific overarching categories listed on the report card. |
| Rubric | | A set of guideline for assessment that states the characteristics and/or the dimensions being assessed with clear performance criteria and a rating scale. |
| RIT score | | The RIT Scale is a curriculum scale that uses individual item difficulty values to estimate student achievement. |
| Standard | | Statement that describes what and/or how well students are expected to understand and perform. |
| Summative assessment | e.g., tests, exams, final drafts/attempts, assignments, projects, performances. | Assessment designed to provide information about a student's achievement at the end of a period of instruction. |
| Three Types of Learning Goals: Product Process Progress | | Product: Describes the academic achievement of the standards- centering on what students know and are able to demonstrate through assessments. Process: Focuses on students' behavior while they are learning. Such as study skills, effort, work habits, class participation, attendance, punctuality, turning in assignments. Progress: considers how much students gain from their learning experiences – how much growth over a period of time. |
| Validity | | The degree to which an assessment strategy measures what it is intended to measure. |