

Term/Definition	Additional Info	
<p>Calibration The use of a common rubric to ensure that an equivalent performance on a <i>single assessment</i> receives or earns an equivalent evaluation.</p>	<p>In the calibration process, a group of teachers will individually examine a single assessment and determine their own score of the student's work based on a rubric. The individual ratings will be compared. If the scores vary, the group will discuss the scores referring to the rubric and come to consensus.</p>	
<p>Collection of Evidence A collection or portfolio of student work. This collection contains examples of work that has been assembled by the student and teacher over time in one or more classes. It contains any form of assessment used to measure student performance on learning targets.</p>	<p>Evidence may include state-required work samples, classroom assignments and tasks, teacher-made assessments, projects, exams, quizzes, anecdotal notes or standardized test scores.</p>	
<p>Formative Assessment An immediate response diagnostic tools to inform teaching and learning as it occurs and are not intended for reporting purposes. They provide information about students' level of proficiency while learning takes place. This data provides teachers and students with the information they need to monitor student progress and adjust during the learning.</p>	<p>Alternate Definition: Formative Assessment is a planned process used by teachers and students during instruction that provided feedback to adjust ongoing teaching and learning to improve students' achievement of the learning targets.</p>	
<p>Long-Term Learning Target The big ideas that define the learning around a common theme within a specific content area. They are used to communicate the student's overall progress.</p>	<p>The long-term learning targets will be based on state content standards, but are written with the purpose of making them understandable to parents, students and support staff. The way in which these are defined in each content area will also serve as the basis for communication across the system through reporting. <i>See example in the ODE/BSL Framework</i></p>	
<p>Moderation The use of a common rubric to ensure that an equivalent performance on a <i>collection of evidence</i> receives or earns an equivalent evaluation. Collections of evidence are evaluated to determine the sufficiency of evidence and the levels of proficiency.</p>	<p>In the moderation process, a group of teachers will first individually examine a collection of evidence to determine if there is sufficient evidence gathered in order for a student to be able to demonstrate proficiency. The individual determinations of sufficiency will be compared and discussed. Secondly, the teachers will examine the collection of evidence to determine a rating of proficiency. Again the individual ratings will be compared and discussed. The collection of evidence is based on a long-term learning target.</p>	
<p>Multiple Opportunities In a Standards Based Learning System, students are provided multiple opportunities at summative assessments of long-term learning targets in order to demonstrate proficiency.</p>	<p>Formative assessments may be included in the collection to define the learning progression toward proficiency, and may contribute to the evidence determining proficiency, but should not be the only evidence. Additionally, the evidence within the Collection of Evidence may look different from student to student and include different modes, which addresses the need for equity through diversity in assessment.</p>	

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<p><i>Sufficiency</i> Defined quantity and quality of evidence necessary to clearly demonstrate proficiency in a required or elective area.</p>	<p>To determine sufficiency, all of the work in a collection of evidence must be examined on the criteria of providing ample evidence to meet all aspects of the long-term learning target. The quality of the assessments is part of the process to determine sufficiency, but the examination of the quality of the student's work within the collection, is not.</p>	
<p><i>Summary Judgment</i> A rating of proficiency on a long-term learning target based on a collection evidence .</p>	<p>A teacher should take into account all evidence related to a long-term learning target when making a summary judgment of proficiency. The scores on the summative assessments within a collection should not be averaged, rather the judgment should emphasize the most recent evaluation.</p>	
<p><i>Summative Assessment</i> Summative Assessments occur at the end of the learning cycle. The results are not intended to inform instruction during the learning cycle. They are intended for reporting purposes to provide a wide angle lens of the overall student achievement and program effectiveness to parents, teachers, administrators, District staff, and the community. Summative data will come from external tests as well as teacher's summary judgments.</p>	<p>Alternative Definition: An assessment given at the conclusion of learning to verify if learning occurred and to what level. It is administered at a single point in time.</p>	

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