

# School District of Greenfield Glossary of Term Related to Curriculum, Assessment and Instruction

## [A](#) [B](#) [C](#) [D](#) [E](#) [F](#) [G](#) [H](#) [I](#) [J](#) [K](#) [L](#) [M](#) [N](#) [O](#) [P](#) [Q](#) [R](#) [S](#) [T](#) [U](#) [V](#) [W](#) [X](#) [Y](#) [Z](#)

**4:1** – Represents the (approximate) suggested number of (formative) practice attempts (4), which, when combined with appropriate feedback, equip learners to independently and successfully meet clear expectations); practice and feedback are essential, prior to expecting or administering an assessment designed to determine a learner's current abilities, as in an evaluative performance (1), as compared to public criteria \*(Stiggins, R.)

**Ability** – An educational aim that involves the whole person; is an integration of skills, behaviors, knowledge, values, attitudes, motives or dispositions, and self-perceptions; is developmental and can be learned; can be assessed; transfers across settings; is continually re-evaluated and re-defined; is important to personal and/or professional situations in life; is appropriate to the mission/aims and educational philosophy of the institution or program \*(Alverno College)

**Academic Language** – Academic language, tied to specific subject area disciplines, captures--through vocabulary, grammar, and organizational strategies--the complex ideas, higher order thinking processes, and abstract concepts of the discipline. It is the language used in classrooms, textbooks, and formal presentations in a subject area and differs in structure and vocabulary from everyday spoken English \*(InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0)

**Academic Prompt** – A form of assessment between an authentic performance task and a short-answer test or quiz. Academic prompts are open-ended written performances via essays or extended constructed responses \*(Wiggins, G. & McTighe, J.)

**Academic Standards** – Academic Standards specify what students should know and be able to do in the classroom. They serve as goals for teaching and learning. Setting high standards enables students, parents, educators and citizens to know what students should have learned at a given point in time. In Wisconsin, all state standards serve as a model. Locally elected school boards adopt academic standards in each subject area to best serve their local communities. We must ensure that all children have equal access to high-quality education programs. Clear statements about what students must know and be able to do are essential in making sure our schools offer opportunities to get the knowledge and skills necessary for success beyond the classroom \*(Wisconsin Department of Public Instruction—WI DPI)

## School District of Greenfield Glossary of Term Related to Curriculum, Assessment and Instruction

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**Accountability** – The obligation of reporting, explaining, or justifying standards, making them responsible, explicable, and answerable \*(Reeves, D.)

**Action Research** – Systematic investigation by teachers of some aspect of their work in order to improve their effectiveness. Involves identifying a question or problem and then collecting and analyzing relevant data. (Differs from conventional research because in this case the participants are studying an aspect of their own work and they intend to use the results themselves.) For example, a teacher might decide to give students different assignments according to their assessed learning styles. If the teacher maintained records comparing student work before and after the change, he would be doing action research. If several educators worked together on such a project, it would be considered collaborative action research. \*(Association for Supervision and Curriculum Development—ASCD)

**Active Literacy** – The integration of critical language skills (i.e., listening, speaking, reading, and writing) into the daily curriculum in every class \*(Jacobs, H.H. & Johnson, A.)

**Additive** – In a Mastery Learning approach, additive activities follow the results of formative assessments in order to improve student learning; additives must initially be conducted in class under the teacher's direction; they must present the concepts to be learned in a new and different way; they must engage students in learning differently from the initial instruction and must provide students with a successful learning experience \*(Adapted from Guskey, T.)

**Alignment** – The process of linking content and performance standards to assessment, instruction and learning in classrooms \*(Department of Defense—DOD Schools)

**Alignment (via Curriculum Mapping)** – Agreement or coherence between the essential questions, content, skills, assessments, and standards adopted by the district. Maps allow us to see three types of alignment: internal alignment, external alignment, and cumulative alignment K-12) \*(Jacobs, H.H. & Johnson, A.)

**Alignment Coach** – Works with teachers in a specific content area to provide support, training, and other resources. This coach emphasizes the horizontal (across like grade/content area teachers) as well as vertical (across grade levels) alignment to ensure instruction and assessments are consistent and meet the rigor and expectations found in the standards \*(School District of Greenfield)

## School District of Greenfield Glossary of Term Related to Curriculum, Assessment and Instruction

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**Alternative Assessment** – Any types of assessment in which students create a response to a question, as opposed to assessments in which students choose a response from a given list, such as multiple-choice, true/false, or matching. Alternative assessments can include short answer questions, essays, performance assessments, oral presentations, demonstrations, exhibitions and portfolios \*(Michigan Curriculum Framework)

**Analytic** – Assessment method in which separate scores are given for specific aspects of the performance or product [the opposite of holistic]\*(Adapted from Airasian, P.W.)

**Annotation (of Student Work)** – A sample of student performance with added notations that exemplify criteria from a rubric; annotations support consistency across teachers and classrooms and also support student understanding of criteria-in-action \*(McTighe, J.)

**Anchor** – The representative product or performance used to illustrate the characteristics for each component on a rubric, or the overall expectation for success \*(McTighe, J.)

**Anecdotal Record** – A short, written report of an individual's behavior in a specific situation or circumstance \*(Airasian, P.W.)

**Antiquated Pedagogy** – Responds to the question, *What do we cut?* Refers to dated approaches to teaching and learning that are not designed to engage the learner—the teacher as pedant expounding knowledge in a pace shared with students \*(Jacobs, H. H.)

**Assessment** – An ongoing process aimed at understanding and improving student learning

**Assessment FOR Learning** – An assessment task in which the main purpose is to promote or improve students' learning; it provides information that teachers and their students can use as feedback in assessing themselves and one another, and then modifying the teaching and learning activity \*(Higgins, S.)

**Assessment OF Learning** – Those assessments that happen to make statements of student learning status at a point in time to those outside the classroom, as when making student referrals or making decisions about programs \*(Stiggins, R.)

## School District of Greenfield Glossary of Term Related to Curriculum, Assessment and Instruction

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**Assignment** – A particular task or job given to a student for a specific purpose \* (Reeves, D.)

**Authentic Assessment** – Assessment that both mirrors and measures student performance in “real world” task and situations

**Authentic Learning** – An instructional approach that allows students to explore, discuss, and meaningfully construct concepts and relationships in contexts that involve real-world problems and projects that are relevant to the learner \*(Donovan, M., Bransford, J., & Pellegrino, J.)

**Backward Design** – A process for designing curriculum by beginning with the end in mind and designing toward that end \*(Wiggins, G. & McTighe, J.)

**Balanced Assessment Model** – An assessment model using a variety of assessment methods and processes to determine student progress toward reaching predetermined outcomes \*(Stiggins, R.)

**Benchmark** – The designated points at which a student’s performance can be measured on the way to becoming proficient in a standard

**Best Practice** – Thoughtful, informed, proven, state-of-the art teaching \*(Zemelman, S., Daniels, H., & Hyde, A.)

**Big Idea** – In Understanding by Design, the core concepts, principles, theories, and processes that should serve as the focal point of curricula, instruction, and assessment. Big ideas are important and enduring. Big ideas are transferable beyond the scope of a particular unit \*(Wiggins, G. & McTighe, J.)

**Bi-Level Analysis** – The examination of student work and performance data on two levels—the subject matter and concepts and skills, and the requisite language capacity (i.e., linguistic patterns, three types of distinct vocabulary, and editing and revising strategies) \*(Jacobs, H.H. & Johnson, A.)

**Bloom’s Taxonomy** – A hierarchical listing of learning levels, from basic to challenging (original = knowledge, comprehension, application, analysis, synthesis and evaluation; revised =

## School District of Greenfield Glossary of Term Related to Curriculum, Assessment and Instruction

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remembering, understanding, applying, analyzing, evaluating and creating) \*(Anderson, L. & Krathwohl, D.)

**Centers** – A component of an interactive, student-centered classroom, centers are meaningful learning spaces designed by teachers to immerse students as they uncover content or concept based understandings and skills. Centers include experiences that tap into multiple modes; they are created to reach different learning styles and preferences. Centers are places where students work independently or collaboratively to meet instructional goals. Some centers include: close reading, statistics, image, parallel or paired text, listening, audiovisual/film, compare/contrast, geography/maps, write around. Centers include thoughtfully constructed prompts/questions and clear directions \*(Adapted from Teachers College)

**Checklist** – A written list of performance criteria associated with a particular activity or product on which an observer marks the pupil's performance on each criterion using a scale using a scale that has only two choices (for example, "met" and "not yet") \*(Airasian, P.W.)

**Child-Centered** – Educational programs designed around the assumed characteristics and needs of the child, rather than of parents, teachers, or society \*(ASCD)

**Classical Pedagogy** – Responds to the question, *What do we keep?* To be classical is to be both timely and timeless; this includes being a guide to cultivating knowledge based on the training and readiness of the nurturer; classical pedagogies support and help students to become more confident, self-directed learners \*(Jacobs, H.H.)

**Classroom-Based Assessment** – Ongoing assessment by the teacher of student learning during the course of instruction in the school \*(WI DPI)

**Coach** – An instructional coach brings evidence-based practices into the classroom by working with teachers and students \*(Adapted from The Pennsylvania Institute for Instructional Coaching)

**Coachability** – The willingness and ability to be present and open to exploration, to examine assumptions, to generate creative solutions, and to take the risk of trying new things; the general ability to be an open and receptive learner at the particular time \*(Aguilar, E.)

## School District of Greenfield Glossary of Term Related to Curriculum, Assessment and Instruction

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**Cognitive Demand** – The type of cognition required of the student defined in Bloom’s Taxonomy of the Cognitive Domain; reflects a classification of thinking rather than a sequential hierarchy \*(Washington State)

**Collaborative Action Teams (CATs)** – A purposeful gathering of educators who meet regularly to celebrate student successes (academic, social-emotional and behavioral) and identify, then address (act to meet) student needs. CATs possess collective efficacy and believe that they have the ability (or can engage in inquiry and learning) needed to transform student learning needs and accelerate learning. The key ingredient of a strong CAT is *action*; the cornerstone of small-group, job embedded professional learning throughout the District. Strong collaborative teams, rich in powerful professional learning are characterized by the insightful exchange of ideas through collaborative conversations between and among the professional educators in the small group. As a normal course of action, professional educators use these small group settings to engage in professional inquiry through public and honest reflection on practice, the meticulous review of student evidence, and the courageous sharing of problems of practice, their potential solutions and the purposeful design of additional learning opportunities necessary for the adults and the students in order to improve learning outcomes for EACH child. \*(School District of Greenfield)

**Collaboration** – A relationship between individuals or organizations that enables the participants to accomplish goals more successfully than they could have separately. Educators are finding that they must collaborate with others to deal with increasingly complex issues. For example, schools and school systems often form partnerships with local businesses or social service agencies. Many schools teach students how to work with others on group projects. Some educators call this collaborative learning, although it is more commonly known as cooperative learning \*(ASCD)

**Collective Efficacy** – A group's shared belief in its conjoint capability to organize and execute the courses of action required to produce given levels of attainment \*(Bandura, A.)

**Common Formative Assessment** – Formative assessments created and agreed upon by an entire group of subject-area or grade-level teachers. A common assessment example is all the seventh-grade science teachers in a school collaborating to construct the same formative assessments based on the priority standards and curriculum. Teams that engage in designing, using, and responding to common formative assessments are more knowledgeable about their

## School District of Greenfield Glossary of Term Related to Curriculum, Assessment and Instruction

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own standards, more assessment literate, and able to develop more strategies for helping all students learn\*(Adapted from DuFour, R. & Eaker, R.)

**Concept** – An abstract idea that points to a larger set of understandings, (e.g., peace, democracy, culture, power, nationalism, imperialism, war, etc.) \*(Reeves, D.)

**Concurrent Validity Tests** – Comparison of district-wide tests (involving a sample of students) with the Standards Achievement Report for those students. If the teacher-designed assessments are based on the same standards of performance as the district assessments, the results should be consistent in a high percentage of cases. Any disparities should be investigated \*(Reeves, D.)

**Consensus Map** – In curriculum mapping, the roadmap a group of educators agrees to after examining and discussing diary maps and student results. Consensus maps usually contain content, skills, assessments, and resources. Consensus maps reflect the key instructional targets agreed to by a professional staff in each discipline which are to be addressed with consistency and flexibility in a school or district; they are often called an essential or district map \*(Adapted from Jacobs, H.H.)

**Constructed Response** – Test items on which students must provide an answer (short answer, explanation of the process for determining the answer, etc.) in contrast with items (known as selected response or multiple-choice) on which students choose from among answers provided. Some psychometricians say that selected response items are preferable because they are scored by machine and the results are therefore more reliable. Others, however, believe constructed response items are a better test of what students can actually do \*(ASCD)

**Contemporary Pedagogy** – Responds to the question, *What do we create?* A contemporary pedagogical approach is appropriate for the purpose of developing a refreshed look at pedagogy because its definitions, “belonging to the present time” or “characteristic of the present time,” imply that contemporary pedagogy will always be evolving \*(Jacobs, H.H.)

**Contemporary, Comprehensive, Balanced Assessment System** – The approach to assessment utilized by the School District of Greenfield; it is comprised of three components:

Contemporary - aligned to current academic, social and economic conditions (*not based on societal norms from previous decades*);

## School District of Greenfield Glossary of Term Related to Curriculum, Assessment and Instruction

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**Comprehensive** - comprised of a variety of artifacts of learning - including results from standardized tests, performance tasks, portfolios and exhibitions; academic (content-specific and interdisciplinary) as well as G21 and social-emotional evidence; varied and vast modes of expression; and inclusive of cognitive and non-cognitive skills; self-reflections and self-assessments; includes academic, personal and social-emotional characteristics;

**Balanced** - made up of summative and formative assessments; on-demand and assessments composed/constructed over time; varied aligned types of assessment methods/types; teacher-developed as well as evidence of student voice/choice/input; individual and collaborative endeavors \*(School District of Greenfield)

**Content** – Information or essential meaning students need to know in a given standard or component of a standard in a course of study \*(Reeves, D.)

**Content Standards** – Statements that define what students should know and be able to do in various subject areas and at different points in their education

**Context** – Circumstances in which a particular event occurs; background information or structure to help make sense of new information \*(Reeves, D.)

**Cooperative Learning** – Classroom activities in which students work together to achieve their individual learning goals \*(WI DPI)

**Cornerstone Tasks** – Cornerstone tasks are curriculum-embedded that are intended to engage students in applying their knowledge and skills in an authentic and relevant context. Like a cornerstone anchors a building, these assessments are meant to anchor the curriculum around the most important performances that we want learners to be able to do (on their own) with acquired content knowledge and skills. They honor the intent of the Standards, within and across subject areas, instead of emphasizing only the tested (a.k.a. “eligible”) content \*(Wiggins, G. & McTighe, J.)

**Course or Class Overview** – Succinct, common documents that articulate the basic, common elements of a course or class; key elements include: description, Essential Learning Goals, Key Sources of Evidence and Major, Common Learning Experiences; elements of the course or class overviews should be consistent across each teacher teaching the course of class \*(School District of Greenfield)



## School District of Greenfield Glossary of Term Related to Curriculum, Assessment and Instruction

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**Criteria** – A collection of qualitative descriptors of what is expected in a performance \*(Alverno College)

**Criterion-Referenced Grading** – Determining the quality of a pupil's performance by comparing it to pre-established standards of mastery \*(Airasian, P.W.)

**Cross-disciplinary Skills** – Cross-disciplinary skills 1) allow learners to probe content deeply (e.g., reading comprehension, critical thinking), 2) connect academic disciplines to one another (e.g., problem solving), 3) can be applied to and may be used differently within various fields (e.g., critical thinking in biology vs. critical thinking in literary analysis), and 4) should be taught explicitly in the context of a given content area (e.g., accessing and interpreting information). These skills include critical thinking, problem solving, collaboration, effective oral and written communication, accessing and analyzing information, as well as adaptability, creativity, initiative, and entrepreneurialism \*(InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0)

**Curriculum** – The skills, performances, attitudes, and values pupils are expected to learn from schooling; includes statements of desired pupil outcomes, descriptions of materials, and the planned sequence that will be used to teach pupils \*(Airasian, P.W.)

**Curriculum Alignment** – The process of intentionally aligning expectations (standards and goals) with evidence (assessments) and educational experiences (instruction) \*(School District of Greenfield; adapted from DOD Schools)

**Curriculum Map** – A communication tool used to show what knowledge, skills and concepts, and assessments are included in students' actual learning experiences; curriculum maps are used in both planning and revising curriculum, assessment, and instruction in order to attain and maintain optimal results in student learning and achievement \*(Adapted from Jacobs, H.H.)

**Curriculum Mapping** – A systemic process that can improve student performance by sharpening the alignment of all aspects of the curriculum to reduce repetitions and gaps, and strengthen the articulation of skills \*(Jacobs, H.H. & Johnson, A.)

**Cultural Relevance** – Cultural relevance is evident through the integration of cultural knowledge, prior experiences, and performance styles of diverse learners to make learning more appropriate and effective for them; it teaches to and through the strengths of these

## School District of Greenfield Glossary of Term Related to Curriculum, Assessment and Instruction

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learners. Culturally relevant instruction integrates a wide variety of instructional strategies that are connected to different approaches to learning \*(InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0)

**Depth of Knowledge (DOK)** – The complexity or depth of understanding required to answer or explain an assessment related item. Originally developed for mathematics and science standards, the model has been used in language arts, mathematics, science, and history/social studies. There are four distinct depth of knowledge levels. Level 1 includes basic recall of facts, concepts, information, or procedures. Level 2 includes skills and concepts such as the use of information (graphs) or requires two or more steps with decision points along the way. Level 3 includes strategic thinking that requires reasoning and is abstract and complex. Level 4 includes extended thinking such as an investigation or application to real work \*(Adapted from Webb, N.)

**Diary Map** – In curriculum mapping, an individual log of what actually happened in the classroom. The basic components of a diary map include content, skills, and assessments. A diary map is where data are entered on an ongoing basis. Periodically, whether every few weeks or trimester, you will stop and reflect on your work with learners and make an entry \*(Jacobs, H.H. & Johnson, A.)

**Declarative Knowledge** – Factual knowledge available to be used by a learner \*(WI DPI)

**Deconstruction (of a Standard)** – A multi-step process designed to specify the teachable components of a standard. The first step is to label the ultimate level of cognitive demand of the standard/learning target. Next, use the language of the standard/target, as well as previous teaching and learning experiences, and list the knowledge, reasoning, skill(s), product/performance and/or dispositions needed to be successful in the expectation of the standard. Deconstruction is used to identify the type(s) of assessment needed to align to the cognitive demand of the standard/learning target (Stage II in UbD), as well as the instructional planning and experiences needed to equip the learner with requisite knowledge, skills, etc. (Stage III) \*(Adapted from Stiggins, R.)

**Design** - To plan the form and structure of something, or the pattern or motif of a work of art. In education, teachers are designers in both senses, aiming to develop purposeful, coherent,

## School District of Greenfield Glossary of Term Related to Curriculum, Assessment and Instruction

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effective and engaging lessons, units and courses of study and accompanying assessments to achieve desired results \*(Wiggins, G. & McTighe, J.)

**Descriptive Feedback** – Feedback that communicates areas currently meeting the expectation as stated in the criteria, and areas that are not yet meeting expectations; descriptive feedback describes the current reality, it does not provide guidance or suggestions to the learner as it is intended to support learners’ independent application of revision techniques and self-initiated adjustments \*(School District of Greenfield)

**Diagnostic Assessment** - Assessments that precede instructions to check students’ prior knowledge and identify misconceptions, interests, or learning preferences. Diagnostic assessments provide information to assist teacher planning and guided differentiated instruction \*(Wiggins, G. & McTighe, J.)

**Differentiation** – Attending to the learning needs of a particular student or small group of students rather than the more typical pattern of teaching the class as though all individuals in it were basically the same. The goal of a differentiated classroom is maximum student growth and individual success. Common data to use to differentiate, according to student need, include: learning profiles, readiness levels, strengths, and interests. Common ways for teachers to differentiate include via process, product, and/or content \*(Tomlinson, C.)

**Differentiated Learning Supports (DLS)** – A purposeful array of professionals equipped with skills, strategies, dispositions and approaches designed to meet diverse needs (additional practice and extensions/enrichment) of students in the School District of Greenfield \*(School District of Greenfield)

**Differentiated Professional Learning** – Modified professional learning based on the level of understanding and application of the learners \*(Adapted from Jacobs, H.H. & Johnson, A.)

**Directions** – A set of instructions that tells students what to do to complete a specific task

**Disciplinary Literacy** – In Wisconsin, disciplinary literacy is defined as the confluence of content knowledge, experiences, and skills merged with the ability to read, write, listen, speak, think critically and perform in a way that is meaningful within the context of a given field \*(WI DPI)

## School District of Greenfield Glossary of Term Related to Curriculum, Assessment and Instruction

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**Dispositions** – [Learning] targets that reflect attitudes and feeling states, such as “I enjoy writing” and “I believe it is important to preserve the environment”. They represent important affective goals we hold for students as byproducts of their educational experience, and as such, are not assessed for the purposes of grading, but are still vital to student success. Therefore, they must be identified as goals, assessed using aligned tools, and purposefully included when planning learning experiences \*(Stiggins, R.)

**Educational Research** – Educational research is the scientific field of study that examines education and learning processes and the human attributes, interactions, organizations, and institutions that shape educational outcomes \*(American Educational Research Association (AERA))

**Effective Feedback** – Feedback that communicates what a learner is doing well, as compared to clearly communicated (qualitative) criteria, and what (areas) are currently not meeting the expectations in the criteria; effective feedback may contain tips or strategies the learner can apply; effective feedback is designed to enhance performance \*(School District of Greenfield)

**Enduring Understanding** – The specific inferences, important ideas, or core processes that are central to a discipline and transferable to new situations; enduring understandings have lasting value beyond the classroom. In thinking about the Enduring Understandings for a unit or course, teachers are encouraged to ask, “What do we want students to understand and be able to use several years from now, after they have forgotten the details?” \*(Wiggins, G. & McTighe, J.)

**Engaging Scenario** – The “hook” in a performance assessment designed to attract and hold student interest that sets the context for the set of tasks \*(Reeves, D.)

**Enrichment and Extensions** – In a Mastery Learning approach, enrichment and extension activities are for students who master the unit concepts and skills from the initial teaching (instruction); these activities offer students more opportunities to broaden, expand and/or deepen their learning. Enrichment and extensions provide students with positive acknowledgement of their learning success and challenge them to go further \*(Guskey, T.)

**Entry Question** – A simple, thought-provoking question that opens a lesson or unit. It often introduces a key idea or understanding in an accessible way. Effective entry questions spur

## School District of Greenfield Glossary of Term Related to Curriculum, Assessment and Instruction

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discussion about a common experience, provocative issue, or perplexing problems, as a lead-in to the unit and essential questions \*(Wiggins, G. & McTighe, J.)

**Equity in Education** – Every child gets what they need in our schools—regardless of where they come from, what they look like, who their parents are, what their temperament is, or what they show up knowing or not knowing. Every child gets what he, she, or they need every day in order to have all the skills and tools to pursue whatever they want after leaving our schools, to live a fulfilling life. Equity is about outcomes and experiences—for *every child, every day* \*(Aguilar, E.)

**Essay** – A relatively brief literary composition usually in prose, giving the author’s views on a particular topic \*(Harris, T. & Hodges, R.)

**Essential Learning Goals (ELGs)** – The most important outcomes in achieving success in a class or course; expectations that make clear everything that is essential in a course of study; ELGs are followed by and aligned to evidence (STAGE II) and experiences (STAGE III) \*(School District of Greenfield)

**Essential Question** – A question that lies at the heart of a subject or a curriculum (as opposed to being either trivial or leading), and promotes inquiry and uncoverage of a subject. Essential questions thus do not yield a single straightforward answer (as a leading question does) but produce different plausible responses, about which thoughtful and knowledgeable people may disagree \*(Wiggins, G. & McTighe, J.)

**Evaluation** – Making judgments about the quality of student achievement over a period of time, primarily for the purpose of communicating about student achievement \*(O’Connor, K.)

**Evaluative Feedback** – Feedback used to summarize a performance at a point in time; feedback in the form of grades or ratings, provides some information to students, but does not communicate how students can improve. \*(School District of Greenfield)

**Exemplar** – Refers to samples of student work used to show other students what they are expected to do. An exemplar can also help teachers (and students themselves) evaluate student work when it is completed. For example, a teacher might have students write a letter suitable for publication in the local newspaper commenting on a community issue. The teacher could provide rubrics specifying the criteria for evaluating the letters, along with sample letters

## School District of Greenfield Glossary of Term Related to Curriculum, Assessment and Instruction

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(exemplars) written by previous students on a different topic at each level of quality. The various levels would serve as anchor papers, whose purpose is to exemplify a variety of levels of performance. Those that demonstrate expected (proficient) performance would serve as exemplars. Exemplars are sometimes called model papers/products \*(Adapted from ASCD)

**Exhibitions** – Demanding projects designed and conducted by students. TheodoreSizer, founder of the Coalition of Essential Schools, proposed the notion of exhibitions in his book *Horace's Compromise*. Noting that students in 19th century New England secondary schools were expected to present evidence of their learning as a requirement for graduation, he suggested that a similar procedure could make modern high school education more meaningful \*(ASCD)

**Externality** – Achievement of distance from classroom learning experiences by various degrees; externality can be achieved by bringing in others not usually involved in the classroom to provide feedback to students, using common, public criteria \*(Alverno College)

**Facets of Understanding** – A facet is a way in which a person's understanding manifests itself. Understanding by Design identifies six kinds of understanding: self-knowledge, empathy, application, perspective, interpretation, and explanation \*(Wiggins, G. and McTighe, J.)

**Feedback** – information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding \*(Hattie, J. & Timperley, H.)

**Feedforward** – To employ effective feedback to improve the teaching and learning process; feedback is not valuable until the learner uses it to improve the next performance, and the teacher uses it to guide future instructional decisions \*(Adapted from Davies, A.)

**Formative Assessment** – A planned process in which assessment-elicited evidence of students' status is used by teacher to adjust their ongoing instructional practices and/or by students to adjust their current learning tactics \*(Popham, J.)

**G21 Impacts** – Cultivated by a community-based discussion focused on what a graduate of the Greenfield School District should know, understand, be able to do and be like, these 21<sup>st</sup> Century skills and dispositions, along with expectations found in content and performance standards, equip students for success in college, career and community life. The G21 include:

## School District of Greenfield Glossary of Term Related to Curriculum, Assessment and Instruction

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communication, collaboration, creativity, critical thinking, global competence, self-directed learning and well-being \*(School District of Greenfield)

The 7 G21 Impacts are defined below:

**Communication** – The imparting or exchange of information, ideas and/emotions in a variety of situations and for multiple purposes and audiences, and across multiple modes

**Collaboration** – Working with another or a group in order to achieve a common goal

**Creativity** – The ability to see things in new ways or produce something new, whether tangible or intangible.

**Critical Thinking** – The ability to identify patterns/relationships, make generalizations, identify exceptions and evaluate claims; arrive at opinions, conclusions and/or take action

**Global Competence** – Considering a situation as it relates to the rest of the world within economic, social, cultural and/or political contexts

**Self-Directed Learning** – Use of independent initiative, responsibility and feedback to guide learning and growth

**Well-Being** – A balanced sense of happiness and prosperity; both within self and with others

**Genre of Performance** – A type or category of intellectual performance or product \*(Wiggins, G. and McTighe, J.)

**General Rubric** – A rubric that derives from a standard without context or specific assessment or task in mind; a general rubric is flexible and can support differentiation and personalization, it can also support transfer of understanding of what matters most in a discipline or particular standard \*(School District of Greenfield)

**GLAAD** – Name for Greenfield’s professional learning communities for educators in grades K 4-grade 5; GLAAD is an acronym for Grade Level Alignment and Discovery \*(School District of Greenfield)

**Grading** – Representations of educators’ evaluations—both formative and summative; the purpose of grading is to describe how well students have achieved the learning objectives or goals established for a class or course of study \*(Guskey, T. & Munoz, M.)

**Grading Procedures** – Within the classroom, individual teachers (or groups of teachers) have practices they utilize which may include assessment design, gradebook setup, how they

## School District of Greenfield Glossary of Term Related to Curriculum, Assessment and Instruction

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provide feedback and how they report progress and success in meeting key course or class expectations; grading practice differ from grading policies which are verified by the school board \*(School District of Greenfield)

**Grafting** – The act of adding (or illuminating existing) transdisciplinary impacts (G21 Skills and Dispositions) to dimensions of current, high-quality performance tasks or performance assessments in order to ensure that what matters (21<sup>st</sup> Century abilities) is measured, and that we are maximizing efficiencies in the assessment design process \*(Adapted from McTighe, J. and Curtis, G.)

**GRASPS** – In Understanding by Design, GRASPS are performance tasks found in Stage II. GRASPS is an acronym that stands for Goal, Role, Audience, Situation, Performance or Product, and Standards for Success. They are meant to be authentic, engaging experiences aligned to Stage I. (Identified Learning Goals) \*(Adapted from Wiggins, G. and McTighe, J.)

**Growth Mindset Rubric** – A rubric, consisting of a set of criteria aligned to a standard, G21 skill or disposition or other goal that consists of positive, asset-based language designed to describe the progression of learning of a skill or development of an understanding as it evolves from novice to expert. Growth mindset rubrics can be used formatively or summatively \*(School District of Greenfield)

**Guaranteed Curriculum** – Guaranteed ensures specific content is taught in specific courses and at specific grade levels, regardless of the teacher assigned to a student. When schools and districts are unable to guarantee the curriculum being taught, the result is redundancy and inconsistency from one classroom to the next across grade levels and little alignment between the standards, assessment and instruction \*(Dufour, R. & Marzano, R.)

**Guiding Question** - An engaging and focusing question that frames a particular topic or unit of study. It represents a more narrowly focused and content-specific form of an essential question \*(Wiggins, G. & McTighe, J.)

**Habits of Mind** – An identified set of sixteen problem solving, life related skills necessary to effectively operate in society and promote strategic reasoning, insightfulness, perseverance, creativity and craftsmanship. The understanding and application of these Habits of Mind serve



## School District of Greenfield Glossary of Term Related to Curriculum, Assessment and Instruction

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to provide the individual with skills to work through real life situations that equip that person to respond using awareness (cues), thought, and intentional strategy in order to gain a positive outcome. The sixteen Habits of Mind are: persisting; managing impulsivity; listening to others with understanding and empathy; thinking flexibly; thinking about our thinking (metacognition); striving for accuracy and precision; questioning and posing problems; applying past knowledge to new situations; thinking and communicating with clarity and precision; gathering data through all senses; creating, imagining, and innovating; responding with wonderment and awe; taking responsible risks; finding humor; thinking interdependently; learning continuously \*(Costa, A. & Kallick, B.)

**High-Leverage (Assessments)** – Assessments that integrates or bundles multiple Academic Standards, G21 Abilities and/or Interdisciplinary Standards or Practices (vs. an assessment focused on one standard) \*(School District of Greenfield)

**Higher-Order Thinking** – Researcher Lauren Resnick has defined higher-order thinking as the kind of thinking needed when the path to finding a solution is not specified, and that yields multiple solutions rather than one. Higher-order thinking requires mental effort because it involves interpretation, self-regulation, and the use of multiple criteria, which may be conflicting. Teachers who seek to develop students' higher-order thinking abilities engage them in analyzing, comparing, contrasting, generalizing, problem solving, investigating, experimenting, and creating, rather than only in recalling information. Other terms used to refer to higher-order thinking include critical thinking, complex reasoning, and thinking skills \*(ASCD)

**Holistic** – An assessment method in which a single score is given to represent the overall quality of the performance across all dimensions; the opposite of analytical scoring \*(Airasian, P.W.)

**Individualization** – Similar to personalization, individualization allows for instructional learning to happen anytime, anyplace. However, unlike personalization—in individualization, students are always assigned learning tasks, and they often use technology, such as computer-adapted models, a software platform or a teacher-generated playlist to complete their task \*(Zmuda, A. & Kallick, B.)

**Interdisciplinary** – Involving the integration or joining together of two or more branches of learning, i.e., history and English; science and art; math, music and physical education, etc. \*(Reeves, D.)

## School District of Greenfield Glossary of Term Related to Curriculum, Assessment and Instruction

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**Impact Coach** – Impact Coaches focus on the Impact of the teaching on the students’ learning. This site-based coach supports the growth of each teacher’s effectiveness in the classroom in relation to how the teaching is affecting the learning of the students. In a learner-centered system, success and effectiveness is based on the impact of the teaching on the learner, not just the teaching (or actions) of the teacher. Impact coaches help teachers support the varied needs of **all** learners. Impact coaches engage in non-evaluative, confidential conversations focused on the specific goals of each educator \*(School District of Greenfield)

**Information Literacy** – The ability to access, evaluate, and use information from a variety of sources \*(WI DPI)

**Integrated Curriculum** – A curricular organization intended to bring into close relationship the concepts, skills, and values of separately taught subjects to make them mutually reinforcing \*(Harris, T. & Hodges, R.)

**Instruction** – Classroom techniques and strategies of teachers, both planned and spontaneous, which foster student learning \*(WI DPI)

**Instructional Strategies** – (also called “teaching” strategies) Any type of learning technique a teacher uses to help students learn or gain a better understanding of the class or course material. They allow teachers to make the learning experience more relevant and can also encourage students to take a more active role in their learning \*(Adapted from Deshler, D. & Schumaker, J.)

**Instructional Coaching** – A partnership approach to continuous growth that provides intensive differentiated support to teachers so that they are able to implement proven practices. The key components of instructional coaching are: equality, choice, voice, dialogue, reflection, praxis, and reciprocity \*(Knight, J.)

**Inter-Rater Reliability** – A term used to describe the relationship of the scores (ratings) between and among two or more judges (raters). This can be computed in a variety of ways from simple correlations to percentage of agreement. The larger numbers indicate a greater degree of agreement \*(Reeves, D.)

**Inquiry-based Learning** – Describes a range of philosophical, curricular, and pedagogical approaches to teaching. Its core premises include the requirement that learning should be

## School District of Greenfield Glossary of Term Related to Curriculum, Assessment and Instruction

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based around learners' questions. Pedagogy and curriculum requires students to work together to solve problems rather than receiving abundant direct instructions on what to do from the teacher. The teacher's job in an inquiry learning environment is therefore not to provide knowledge, but instead to help students along the process of discovering knowledge themselves. In this form of instruction, it is proposed that teachers should be viewed as facilitators of learning rather than vessels of knowledge \*(Daniels, H. & Harvey, S.)

**Iterative** – Requiring continual revisiting of earlier work; an iterative approach is thus the opposite of linear or step-by-step processes \*(Wiggins, G. and McTighe, J.)

**Iterative Approach** – A process that continually revisits earlier work. Synonyms include recursive, circular and spiral. The curricular design process is always iterative: Teachers keep revisiting their initial ideas about what they are after, how to best assess it and how they should teach to it as we keep working on each element of the design \*(Wiggins, G. & McTighe, J.)

**Leading Question** – A question used in teaching to teach, clarify or assess for knowledge. Unlike essential questions, leading questions are straightforward, correct answers \*(Wiggins, G. & McTighe, J.)

**Learning Intention** – The learning intention for a lesson or series of lessons is a brief statement which describes clearly what the teacher intends for the students to know, understand, be able to do, and/or be like as a result of the designed learning experiences and activities; learning intentions are focused on what students are learning; activities focus on what they are doing \*(Adapted from the Assessment Reform Group)

**Learning Strategies** – Cognitive plans oriented toward successful task performance; the use of strategies is an integral part of self-regulated learning activities because strategies give learners better control over information processing (Pressley et al.; Rigney)

**Learning Targets** – Derived from Standards, G21 Impacts and/or Essential Learning Goals, learning targets are shorter term expectations-based, grade-specific statements of what students should know and be able to do in various content areas \*(Adapted from Stiggins, R.)

**Level Up (or Upgrade)** – The practice put in place by students after an initial assessment, in which students are given targeted feedback and the opportunity to improve their work as it

## School District of Greenfield Glossary of Term Related to Curriculum, Assessment and Instruction

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relates to a target, standard, impact. Students use criteria from rubrics, along with the feedback, to guide enhancements \*(School District of Greenfield)

**Like-Group Reviews** – Read throughs [of curriculum maps] that focus on a specific curricular area. For example, all of the teachers in the language arts department might read through the course maps for their department to look for gaps, repetitions, and the articulation of skills \*(Jacobs, H.H. & Johnson, A.)

**Long-term Transfer Goals** – Effective uses of understanding, knowledge, and skill that we seek in the long run; i.e., what we want students to be able to do when they confront new challenges – both in and outside of school \*(Wiggins, G. & McTighe, J.)

**MTSS (Multi-tiered System of Support)** – A multi-tiered system of supports (MTSS) is a proactive and preventative framework that integrates data and instruction to maximize student achievement and support students social, emotional, and behavior needs from a strengths-based perspective \*(Adapted from WI DPI)

**Mastery Learning** – An evidenced-based approach founded in Benjamin Bloom’s belief that all students can learn, and through a model of differentiation that asserts that because all students have differences, no single method of instruction works for all. Essential elements include feedback, formative assessment, additives and enrichment. Mastery Learning asserts that teachers must increase variation in their teaching to better meet the diverse, individual needs of their students, and to decrease variation in results \*(Guskey, T.)

**Mentor** – An experienced educator who brings skill and experience to the mentor-mentee relationship. The mentor facilitates frequent conversations based on student evidence to enable the mentee to set and meet goals as an educator \*(School District of Greenfield)

**Mentoring** – A deliberate pairing of a more skilled, experienced educator with a lesser skilled or experienced one, with the agreed-upon goal of having the less experienced person grow and develop specific competencies \*(Murray, M.)

**Metacognition** – The ability to be conscious of and, to some degree, control over one’s own thinking. Educators have come to use the prefix “meta” to refer to the application of a process to the process itself. (For example, meta-analysis is analysis of a large number of research

## School District of Greenfield Glossary of Term Related to Curriculum, Assessment and Instruction

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studies on a particular topic.) In this case, cognition is thinking, so metacognition means thinking about one's own thinking. You are using metacognition when you can track your progress is solving a multi-step problem or when you realize that you have been looking at a page in a book without following the meaning and backtrack until you find the place where your mind began to wander \*(ASCD)

**Mixed-Group Reviews** – Read-throughs of [curriculum] maps that involve teachers from different curricular areas. These types of reviews can help provide a better understanding of the curriculum across the school and district. They can also be used to identify where specific cross-curricular skills or specific school and district goals are included in the curriculum \*(Jacobs, H.H. & Johnson, A.)

**Modeling** – Teaching methods and resources that serve as an example for imitation and comparison \*(Reeves, D.)

**Motivational Feedback** – Feedback designed to encourage, inspire, uplift, acknowledge and/or praise \*(School District of Greenfield)

**Multiple Measures** – Assessment that measures student performance in a variety of ways. Multiple measures may include standardized tests, teacher observations, classroom performance assessments, and portfolios \*(WI DPI)

**Non-negotiables** – The core elements that must be taught in the curriculum \*(Jacobs, H.H. & Johnson, A.)

**Needs Assessment** – A broad-based appraisal of objectives and conditions in a particular situation as they interrelate; an attempt to relate goals to existing strengths, weaknesses, and feasible changes \*(Harris, T. & Hodges, R.)

**On-Demand Assessment** – Measurement of learning, the timing of which is determined by the teacher, administrator, district, or state rather than as an ongoing component of the instructional process \*(WI DPI)

**Open-Ended** – Question or task with no single “right” answer. Allows responses from multiple perspectives, understandings, and experiences \*(Reeves, D.)

## School District of Greenfield Glossary of Term Related to Curriculum, Assessment and Instruction

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**Other Evidence** – In the Understanding by Design Framework, other evidence provides additional illustrative samples (supplemental to performance tasks which anchor units of instruction to meaningful, authentic experiences) of student ability in the aligned standard or learning target identified in Stage One. Some examples of other evidence include: personal communication, models or other visuals, explanations and descriptions \*(Adapted from Wiggins & McTighe)

**Outcomes** – Statements that describe what students need to know, understand, be able to do and value as a result of deeply understanding the lessons in the unit \*(Wiggins, G.)\

**PPG+** – Within the educator effectiveness system, a professional practice goal--plus is a goal set by a professional educator after inventorying practice and identifying an area of needed focus; the plus (+) portion connects the professional learning and implementation to student impacts, resulting in enhance of student learning and achievement; a PPG+ for an instructional coach or administrator results in the enhancement of educators' abilities \*(School District of Greenfield)

**Pathways to Success** – Collaboratively developed by stakeholders within the School District of Greenfield, these nine essential outcomes, under the three themes of "Kids First", "Engagement", and "Teaching and Learning" focus and drive all educational aims across the district \*(School District of Greenfield)

**Pedagogy** – The art, science, or profession of teaching; instructional strategies and activities \*(WI DPI)

**Performance Assessment** – Direct, systematic observation of an actual student performance or examples of student performances and rating of that performance according to pre-established performance criteria

**Performance Indicator(s)** – Indicators that gage the achievement of the outcome and provide evidence that help teachers and students understand and measure where students are (in relation to meeting the standard or target), where they are headed, and how far they are from where they want to be. Performance indicators can provide valuable information to determine next steps \*(Adapted from Wiggins, G. & McTighe, J.)

## School District of Greenfield Glossary of Term Related to Curriculum, Assessment and Instruction

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**Performance Standards** – Explicit definitions and concrete examples of how well students are expected to learn the material represented by content standards

**Performance Task** – An authentic, meaningful task that requires the students to synthesize knowledge and skills learned apply them to construct a response, create a product and/or performance that demonstrates understanding \*(DOD Schools)

**Personalized Learning** – A progressively student-driven model in which students deeply engage in meaningful, authentic, and rigorous challenges to demonstrate desired outcomes \*(Curtis, G., Ullman, D. and Zmuda, A.)

**Personalized Professional Learning** – Areas and mode of focused learning, selected by the educator, based on interest, need and/or preference \*(School District of Greenfield)

**Portfolio** – A well-defined, purposeful collection of pupil products or performances that shows pupil achievement of particular skills over time. Portfolios may be tangible or virtual, digital or hybrid \*(Adapted from Airasian, P.W.)

**Prerequisite Knowledge and Skill** – The knowledge and skill required to successfully perform a culminating performance task or achieve a targeted understanding \*(Wiggins, G. & McTighe, J.)

**Priority Standards** – Carefully selected subset of the total list of the grade-specific and course-specific standards within each content area that students must know and be able to do by the end of the school year [or semester] in order to be prepared to enter the next grade level or course \*(Ainsworth, L.)

**Prompt** – An academic prompt is a form of assessment somewhere between an authentic performance task and a short-answer test or quiz. Academic prompts are open-ended, paper and pencil tasks, such as timed essay questions. By definition, such prompts are not authentic because they are bound by school constraints, including access to resources, time allotted and limits on talking to others \*(Wiggins, G. & McTighe, J.)

**Product** – The tangible and stable result of a performance and the processes that led to it \*(Wiggins, G. & McTighe, J.)

## School District of Greenfield Glossary of Term Related to Curriculum, Assessment and Instruction

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**Professional Learning Community (PLC)** – An organization whose membership strives to embody the following characteristics: a shared mission, vision, values and goals; collective inquiry; collaborative teams; action orientation and experimentation; continuous improvement; and results orientation; A PLC is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. PLCs operate under the assumption that the key to improved learning for students is continuous, job-embedded learning for educators. It is helpful to think of *the school or district as the PLC* and the various collaborative teams as the building blocks of the PLC; the work of a PLC is for students; PLC time is for educators. In Greenfield, we call PLCs – CATs (Collaborative Action Teams) \*(Adapted from DuFour, R. & Eaker, R.)

**Proficient** – The level of performance students must meet to demonstrate competency in a particular standard or set of standards \*(Reeves, R.)

**Proficiency-Based Learning** – A learning model in which student achievement is measured in relation to specific standards and outcomes \*(CESA 1)

**Proficiency Standards** – Standards that describe the quality of student work in relation to a standard (i.e. minimal, basic, proficient or advanced) \*(CESA 1)

**Projected Map** – In curriculum mapping, the planned roadmap; projected maps usually include content, skills, assessments, strategies, differentiated needs, and resources. They are often mapped out by using a calendar and are created prior to teaching a course or subject then revised on an ongoing basis as the learning progresses \*(Jacobs, H.H. & Johnson, A.)

**Quiz** – Any selected-response or short-answer test (oral or written) where the sole purpose is to assess for discrete knowledge and/or skill (Wiggins, G. & McTighe, J.)

**Read Through Process** – The process following the development of [curriculum] maps in which teachers become editors of the maps, identifying overlaps and gaps, prioritizing, and taking action based on consensus \*(Adapted from Jacobs, H.H. and Johnson, A.)

**Recursive Processes** – Characterized by moving back and forth through a document in either reading or creating it, as new ideas are developed or problems encountered. In creating a



## School District of Greenfield Glossary of Term Related to Curriculum, Assessment and Instruction

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written composition, moving back and forth among the prewriting, drafting, revising, and editing phases of writing \*(WI DPI)

**Reflection** – The process of thinking about one’s practice and experiences, whether by internal musing, dialogue, or expressive writing, as in a journal \*(WI DPI)

**Reliability** – Reliability in testing and measurement refers to the accuracy of the score. Is it sufficiently free of error? What is the likelihood that the score or grade would be constant if the test were retaken or the same performance were scored by someone else? Error is unavoidable; all tests, including the best multiple-choice tests, lack 100 percent reliability. The aim is to minimize error to tolerable levels. In performance assessment the reliability problem typically occurs in two forms: (1) To what extent can we generalize from the single or small amount of performance to the student’s likely performance in general? Is the score truly representative of the student’s general capacities and patterns of results? and (2) What is the likelihood that different assessors/judges would see the same performance in the same way (inter-rater reliability) \*(Wiggins, G. & McTighe, J.)

**Reporting** – How the results of teachers’ evaluations of student learning are communicated to students, families and others \*(Guskey, T. and Munoz)

**Restorative Assessment** – A strengths-based approach to assessment that recognizes multiple paths and opportunities to demonstrate evidence of success \*(Greenstein, L.)

**Resultant Knowledge and Skill** – Knowledge and skill that are meant to result from a unit of study. In addition to the targeted understanding, teachers identify other desired outcomes (for example, “skill in listening”) \*(Wiggins, G. and McTighe, J.)

**Rubric** – An established set of criteria for scoring or rating students’ performance on assessments, portfolios, writing samples, or other performance tasks

**Scaffolding** – The support, guidance, advice, prompts, direction or resources a learner is given that enables them to complete a task otherwise out of reach \*(Davis, E. & Miyake, N.)

**SCANS** (Secretary's Commission on Achieving Necessary Skills) Report – A report issued in 1991 by the Department of Labor identifying the knowledge, skills, and abilities that future workers

## School District of Greenfield Glossary of Term Related to Curriculum, Assessment and Instruction

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would need to succeed in entry-level jobs. Competencies listed in the SCANS report included basic skills (reading, writing, mathematics, listening, and speaking), thinking skills (creative thinking, decision making, problem solving, visualizing symbols, reasoning, and knowing how to learn), and personal qualities (responsibility, self-esteem, sociability, self-management, and integrity). The SCANS 2000 Center at Johns Hopkins University continues to promote the teaching of these skills in elementary, middle, and secondary schools \*(ASCD)

**Scenario** – An outline or dramatic plot or situation \*(Reeves, D.)

**School Culture** – The sum of the values, cultures, safety practices, and organizational structures within a school that cause it to function and react in particular ways. Some schools are said to have a nurturing environment that recognizes children and treats them as individuals; others may have the feel of authoritarian structures where rules are strictly enforced and hierarchical control is strong. Teaching practices, diversity, and the relationships among administrators, teachers, parents, and students contribute to the school climate. Although the two terms are somewhat interchangeable, school climate refers mostly to the school's effects on students, whereas school culture refers more to the way teachers and other staff members work together \*(ASCD)

**Selected Response** – Preferred by some testing specialists over the more common term "multiple choice" because it is more specific and contrasts with "constructed response," meaning items that require the student to provide an answer \*(ASCD)

**Self-Assessment** – The process of doing a systematic review of one's own performance, usually for the purpose of improving future performance

**Sizing-up Assessments** – Assessments used by teachers in the first weeks of school to get to know pupils so that they can be organized into a classroom society with rules, communication and control \*(Airasian, P.W.)

**SMART Goal** – Help staff focus on results, and implement SMART (Strategic and specific, Measurable, Attainable, Results-oriented, and Time-bound) goals to transform your school into a place where every student meets or exceeds standards \*(Adapted from DuFour, R. & Eaker, R.)

## School District of Greenfield Glossary of Term Related to Curriculum, Assessment and Instruction

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**Social-Emotional Learning (SEL)** –Teaching involves developing the whole child, not only as proficient students but as empowered people - friends, colleagues, and citizens. Social-emotional learning has become a regular component of classrooms at all levels and has been especially important as part of the new and sometimes changing learning environments students have experienced during COVID-19. Within classrooms and schools, whether they are virtual, in-person or hybrid, priority must continue to be given to relationship building and a sense of community so students feel safe and are supported in engaging fully. Universal strategies promote the social and emotional competence, well-being, and development of all students. [Find links to universal practices here](#). Find [resources for specifically supporting comprehensive social and emotional learning opportunities for students here](#) \*(WI DPI)

**Specifications for Learning Targets** – Detailed information that describes what students are expected to know and do to achieve the expectations of a deconstructed learning target including the range of concepts, ideas, and skills; the size or quantity of number, words and elements; specifications are the “teachable components” of learning targets; specifications can be classified according to the following categories: knowledge, understandings, reasonings, skills, performances and products, or dispositions \*(Adapted from Stiggins, R.)

**Spiral Curriculum** – A curriculum designed to present important concepts, skills, topics, etc., for additional, more complex study at successive levels of student maturity \*(Harris, T. and Hodges, R.)

**Standard** – Defines the level of skill students must demonstrate on the learning outcome

**Standards-referenced Grading** – Summarizing student learning and achievement by aligning the results (marks or grades) to predetermined sets of essential learning goals in a given subject area, class or course \*(School District of Greenfield)

**Standardized Tests** – Assessments that are administered and assessed in exactly the same ways for all students. Traditional standardized tests are typically mass-produced and machine-assessed and are designed to measure skills and knowledge that are thought to be taught to all students in a fairly standardized way. Performance assessments can also be standardized if they are administered and assessed in the same way for all students. Standardization is an important consideration if comparisons are to be made between scores of different individuals or groups \*(Michigan Curriculum Framework)

## School District of Greenfield Glossary of Term Related to Curriculum, Assessment and Instruction

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**Standards Achievement Report (SAR)** – One type of scoring guide designed to replace the traditional report card, consisting of the rubric (e.g., for English Language Arts, “read and recognize literature as an expression of human experience”), a description of the Performance Standard (e.g., 4=exemplary, 3=proficient, 2=progressing, 1= not meeting the standard), teacher and parent comments and a plan for meeting the standard \*(Reeves, D.)

**Strategy** – A practiced but flexible way of responding to recognizable contexts, situations, or demands. Because no single study technique or writing process is best for all students, effective teachers design tasks to help every student to acquire a range of strategies and to learn how to choose and apply those that best fit their needs and the literacy situation at hand \*(WI DPI)

**Stations** – A station is a component of an interactive, student-centered classroom. Stations provide a variety of purposefully constructed experiences designed to deepen understanding and/or skill capacity. They offer various slices of learning experiences that combine to create a whole. For example, if a learning intention were focused *on independent delivery of proficient impromptu public speaking*, stations might include: video of a variety of examples of impromptu speeches, space to draft an impromptu speech, criteria to assess and revise, space for students to practice delivering a speech, practice providing feedback and applying audience etiquette. All of these stations would be important for students to experience; however, students could travel through in small groups to each, discussing what they have learned as they go \*(School District of Greenfield)

**Strengths-based Learning** – Human beings are designed to make meaning from their experiences, so all students have learned new skills in the context of COVID-19, whether academic or non-academic: like problem-solving in the moment, navigating uncertainty, learning new technologies, and relying on the resiliency and strength of family and community. A child’s home language, family, and culture are all strengths to understand and build upon. Value the knowledge and abilities each learner brings to the classroom to cultivate a growth mindset and to help them see themselves as capable individuals. Understand who each child is with interest inventories or self-identifications of strengths and skills. Identify opportunities in instruction where learners need to apply skills such as problem-solving, persevering, navigating uncertainty, or others you have identified they possess and explicitly name them. Provide opportunities for each learner to have voice and choice, e.g., method of solving math problems, text to read, text to create, tools to use to engage in a task \*(WI DPI)

## School District of Greenfield Glossary of Term Related to Curriculum, Assessment and Instruction

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**Success Criterion/Criteria** – A success criterion (plural = criteria) describes the expected degree to which the learner must reach in order to be successful in the learning intention. When quality is expected (vs. simple completion), success criteria are written using qualitative language designed to indicate levels of performance \*(Adapted from the Assessment Reform Group)

**Success Indicator** – When it is early in the cycle of learning/unit, it is probable that the learning goal for students would be more appropriately assessed as “met” or “not yet” as the learning is formative. In other words, learners do not have enough understanding or practice for us to have an expectation of quality—just yet. Thus, a success indicator (such as “completes four paragraphs of topic-focused writing” or “shares ideas with group members” or “runs a mile” or “engages in practice related to \_\_\_\_” —no qualitative expectation just yet—would be most appropriate. Summary: Success Indicator(s)—Met/Not Met = early in unit; later = Success Criterion/Criteria via qualitative \*(School District of Greenfield)

**Summative Evaluation** – The final evaluation, usually quantitative in practice, of the degree to which the goals and objectives of a program have been attained \*(Harris, T. and Hodges, R.)

**SURE Six** – The School District of Greenfield’s articulation of the adult-focused expectations that support success for each learner, across schools and classrooms. The strands of the SURE SIX include: Continuous Growth and Commitment, Meaningful Relationships, Aligned Learning, Collective Ownership: Best Practices for All Learners, Active Student Engagement and Rich Evidence of Learning \*(School District of Greenfield)

**Target-Method Match** - One of the keys to effective assessment practice is the identification of learning targets/learning intentions and subsequent alignment to the appropriate type of assessment. Educators select from a range of target/intention types (knowledge, reasoning, understanding, skills, performance, product or disposition) then “match” to the most appropriate (aligned and efficient) type of assessment. Assessment types include: selected response, short response, extended response, performance/product and observation/personal communication \*(Adapted from Stiggins, R., Chappuis, J. & Arter, J).

**Targeted Work Groups** – Task forces that are organized flexibly to respond to specific emerging needs. When the work of the task force is completed, it is disbanded \*(Jacobs, H.H. and Johnson, A.)

## School District of Greenfield Glossary of Term Related to Curriculum, Assessment and Instruction

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**Task Frame** – A structure that can be used to create a performance task \*(McTighe, J.)

**Task-Specific Rubric** – A rubric developed from the criteria of a general rubric, but with greater specificity of elements connected to a particular assessment or task; the purpose of task-specific rubrics is to enhance clarity and support student success \*(School District of Greenfield)

**Teacher Self-Assessment** – The process of making decisions about one’s own teaching performance based on evidence and reflection \*(Airasian, P.W.)

**Template** – A guide or framework for designers. Subscribers to Understanding by Design use a planning template to address the various elements of backward design in the development or refinement of a unit. Each page of the template contains key questions, prompting the user to consider particular elements of backward design, and a graphic organizer containing frames for recording design ideas \*(Wiggins, G. & McTighe, J.)

**Test** – A formal, systematic procedure for obtaining a sample of pupils’ behavior; the results of a test are used to make generalizations about how pupils would perform on similar but untested behaviors \*(Airasian, P.W.)

**Transfer** – Refers to generalizing specific learnings so that they will be useful to the learner in contexts other than the specific situation in which they are acquired \*(Schiavo, M.)

**Transfer Goals** – Identifies the effective uses of content understanding, knowledge, and skill that we seek in the long run, i.e., what we want students to be able to do when they confront new challenges—both in and outside of school \*(Wiggins, G. and McTighe, J.)

**Transferability** – The ability to use knowledge appropriately and fruitfully in a new or different context from that in which it was initially learned \*(Wiggins, G. and McTighe, J.)

**Twenty-first Century Skills** – Skills individuals need to be successful in the 21<sup>st</sup> Century; also called the “Seven Survival Skills”, they include: critical thinking and problem solving; collaboration across networks and leading by influence; agility and adaptability; initiative and entrepreneurship; effective oral and written communication; accessing and analyzing information; and curiosity and imagination \*(Wagner, T.)

## School District of Greenfield Glossary of Term Related to Curriculum, Assessment and Instruction

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**Understanding** – An insight into ideas, people, situations, and/or processes manifested in various appropriate performances. To understand is to be able to make sense of what one knows, to be able to know why it's so, and to have the ability to use it in various situations and contexts \*(Wiggins, G. and McTighe, J.)

**Understanding by Design (UbD)** – A flexible instructional planning framework consisting of three stages: (1) Desired Results (2) Evidence (3) Learning Plan; Understanding by Design (UbD) is intended to be a collaborative and iterative process that prioritizes student learning, understanding, and transferability \*(Wiggins, G. and McTighe, J.)

**Uncoverage** – A teaching approach that is required for all matters of understanding. To “uncover” a subject is to do the opposite of “covering” it, namely to go into depth with the purpose of maximizing student understanding and thereby increase the likelihood of transfer. To go in depth using an inquiry-based approach whereby meaning is discovered, constructed or inferred by the learned with the aid (and purposeful design) of the teacher. Uncoverage is required to develop understanding of ideas that are abstract and possibly counterintuitive \*(Adapted from Wiggins, G. and McTighe, J.)

**Unit** – Short for unit of study. Though there are no hard and fast criteria, a unit focuses on a major topic (e.g., The Civil War) process (e.g., research) or resource (e.g., a novel) and typically lasts a few days to a few weeks \*(Wiggins, G. & McTighe, J.)

**Universal Design for Learning** – A framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn \*(CAST)

**Unpacking (Standards)** – Dividing content or performance standards into the pieces listed in the explicit language of the standard, may include knowledge, reasoning, skill(s), product(s)/performance(s) and disposition(s) \*(Adapted from Stiggins, R.)

**Validity** – The inferences one can confidently draw about student learning from the results of an assessment. Does the test measure what it purports to measure? Does the assessment correlate with other performance results that educators consider valid? Does the small sample of questions or tasks accurately correlate with what students would do if tested on everything that was taught? Do the results have predictive value, that is, do they correlate with likely future

## School District of Greenfield Glossary of Term Related to Curriculum, Assessment and Instruction

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success in the subject? Some of all of these questions must have a “yes” answer for an assessment to have validity \*(Wiggins, G. & McTighe, J.)

**Viable Curriculum** - Viability means the articulated grade-level standards, instructional calendar (pacing guide), and daily instruction are all manageable and can be realistically taught to mastery levels in the instructional year. This means schools and districts must ensure enough instructional time is available to develop essential knowledge, skills and concepts of the guaranteed curriculum \*(Adapted from Marzano, R.)

**Whole Learner** – An approach to learning that embraces the academic and affective realms of a learner in order to best design instruction, assessment and supports to meet the unique comprehensive and varied needs of each learner \*(School District of Greenfield)

**WOW** – The name for Greenfield’s secondary (grades 6-12) professional learning communities; WOW is an acronym for “Working on the Work” \*(School District of Greenfield)

**Written Conversation** – A high-leverage interactive strategy designed to maximize student engagement and participation. Written conversations take many forms but include all learners recording (including written words as well as graphical depictions) to respond to teacher, student, and/or curricular-generated prompts \*(Adapted from Daniels, E. and Daniels, H.)

**Zone of Proximal Development** – The distance between a learner’s actual development level as determined through independent problem solving and their potential development (level) as determined through problem solving under adult guidance or a collaboration with more capable peers \*(Vygotsky, L.)

Resource: Weins, M.S. (1998). “A is For Assessment and Accountability.”  
Research in Developmental Education, Volume 15, Issue 2. \* Indicates a source other than Weins.