

SBG Vocabulary and Common Definitions

A District Framework

Assessment - The primary purpose of assessment is to improve learning for all students. The assessments need to be aligned to standards and is reflective of the quality of student work. (O'Connor, 2009) Assessments include teacher to student questions, Quizzes, Chapter Tests, Unit Test, etc.

Backwards Design - This is a process for curriculum and assessment design. It begins with the standards and essential questions, and it leads to the creation of the best possible assessment based upon the language of the standard(s). The final stage in the process is to generate the teaching practices and formative checks for understanding that will be employed to increase student understanding. (McTighe & Wiggins, 2013).

Curriculum- There are various types of curriculum: written curriculum, taught curriculum, and the assessed curriculum. The written curriculum comes in the form of unit planning where a teacher takes a look at the standards and formulates essential questions, objectives for learning, and projects activities and assessments. The taught curriculum is what is actually instructed to increase student learning. The assessed curriculum is the information or skill that is tested or observed by the teacher to gauge the degree of mastery a student has achieved concerning a standard. The heart of effective curriculum design lies in an awareness of the expected standards of student learning. (*Glatthorn, 2001*)

Essential Skills / Questions- The essential questions engage the learner in discovery. They do not have one known answer as they pull together many elements of understanding. The focus is on long term transference of information for the student. Examples include: Why does the government provide checks and balances? How does an organism's structure enable it to survive in its environment? (*McTighe & Wiggins, 2013*)

Exemplars - Learners are more likely to understand feedback and evaluations when teachers show several examples that display both excellent and weak work. These models help translate the rubric's abstract language into more specific, concrete, and understandable terms. (McTighe & O'Connor, 2005)

Feedback- Information for students about how they are specifically doing with regards to standards. Learning increases when teachers give students descriptive formative feedback, and provide opportunities for them to use it. (*Measured Progress, 2010*)

What Formative Feedback Is	What Formative Feedback Is Not
In relation to learning targets	General Comments
Identifies strengths and areas for growth	Edits of mistakes
Timely - can be immediately used to improve progress	Provided after learning is over - at the end
Descriptive - specific, in the form of questions	Coded - grades, scores, checkmarks, judgments

Formative Assessment- These assessments are designed after a summative assessment is determined. They allow the teacher and student to gauge progress in learning and are often called assessments *for* learning. They are intentional and are used to assist teachers in identifying strengths and weaknesses in student understanding. Possible formative strategies include: brief written summaries, hand signals, whiteboard checks, think-pair-share, exit tickets, student conferences, and quizzes. (*Measured Progress, 2010*).

Grading - Grading has to be fair, consistent, and meaningful. It has to reflect the standards, support professional judgment based on the evidence provided by the student, and be consistent amongst teachers within the school. (O'Connor, 2009)

Learning Targets- Student outcomes or goals that are defined in *student-friendly language* and are easily usable by students and teachers. It is important to keep learning targets at the center of the assessments you plan, the formative assessment tools you use, the feedback you give, and the instructional decisions you make. (*Measured Progress, 2010*)

“A common mistake that many teachers make when writing learning targets is writing a learning target that describes the task rather than the learning. For example, to say “I can make a poster about the ideal habitat for a polar bear” is much different than “I can describe the ideal habitat for a polar bear in poster format” (Berger, 2014)



Standards - Used to establish a norm or measuring point for any concept or skill. All industry includes a standard of measurement for acceptability. The standards in education are the foundation and guide for teaching, assessment, and student demonstration of learning. (O'Connor, 2009)

Standards Based Grading - A way of reporting student achievement for set learning standards. This system optimizes the specific feedback offered to students, parents, and teachers concerning the degree of understanding students have with regards to an indicated standard. (O'Connor, 2009)

Standards Referenced Grading - A system in which teachers give students feedback about their proficiency on a set of defined standards and schools report students' levels of performance on grade-level standards, but students are not moved forward to a different set of standards based on their level of competence. (Hefflebower, 2014)

Summative Assessment- These assessments provide information to be used in making judgments about a student's achievement at the end of a period of instruction. Possible summative assessments are: tests, quizzes, exams, final drafts, assignments, projects, and performances. (Marzano, 2006)

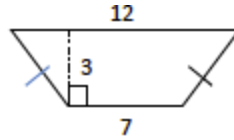
Tiered assessment - The questions in this assessment build upon each other. If done correctly, a student could not answer a Type 3 / Tier 3 question without being able to answer the Type 2 / Tier 2 question. Below are explanations for the different Type or Tier questions. An example is given based on a 6th grade math standard (This is a simplified version of the standard). (Marzano, 2006)

The standard is: *Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.*

- **Type 1 / Tier 1 Questions:** Assess basic details or processes that are relatively easy for students. If a student can only answer these questions, they typically earn a 1.5 or 2 on the standards based rubric.
 - *Find the area of a right triangle with a base length of three units, a height of four units, and a hypotenuse of 5.*
- **Type 2 / Tier 2 Questions:** Assess more complex ideas or processes that speak directly to the standard language. These questions often speak directly to learning objectives

within a standard. If a student can respond to these questions correctly, they typically earn a 2.5 or 3 on the standards based rubric.

- *Find the area of the trapezoid shown below using the formulas for rectangles and triangles.*



- **Type 3 / Tier 3 Questions:** Assess a student's ability to apply / create / make connections to other areas within the subject or the world around them. If a student can respond to these questions
 - *The sixth grade class at Hamilton Middle School is building a giant wooden H for their school. The "H" will be 10 feet tall and 10 feet wide and the thickness of the block letter will be 2.5 feet. The truck that will be used to bring the wood from the lumberyard to the school can only hold a piece of wood that is 60 inches by 60 inches. What pieces of wood (how many and which dimensions) will need to be bought to complete the project?*

Traditional Grading - A way to report student success on a test based on the 100% scale. The traditional scale is often subjective in nature due the large range in scores. Often times this practice gives inconsistent patterns or results due to the weighting of items. (Marzano, 2010)

Resources:

Berger, R., Rugen, L., Woodfin, L., Johnston, M. & Grant, D. (2014). *Leaders of their own learning : transforming schools through student-engaged assessment*. San Francisco, California: Jossey-Bass.

Bryant, S. (2010). *The formative assessment process*. Dover, DE: Measured Process.

Glatthorn, A. A., & Association for Supervision and Curriculum Development. (2001). *Planning and organizing for curriculum renewal: A chapter of the Curriculum handbook*. Alexandria, VA: Association for Supervision and Curriculum Development.

Heflebower, T. (2014). *School leaders guide to standards-based grading*. S.I: Solution Tree.

O'Connor, K. (2009). *How to grade for learning, K-12*. Thousand Oaks, Calif: Corwin.

Marzano, R. (2006). *Classroom assessment & grading that work*. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. (2010). *Formative assessment & standards-based grading*. Bloomington, IN: Marzano Research Laboratory.

McTighe, J., & O'Connor, K. (2005). Seven Practices for Effective Learning Teachers in all content areas can use these seven assessment and grading practices to enhance learning and teaching.

McTighe, J. & Wiggins, G. (2013). *Essential questions : opening doors to student understanding*. Alexandria, Va. USA: ASCD.