

VOCABULARY

DEFINITIONS

Academic indicator:

The overriding purpose of indicators is to characterize the nature of a system through its components, how they are related, and how they change over time. Academic indicators are those tools such as formative and summative assessments used in evaluating what students know and are able to do.

<http://cms.education.gov.il/NR/rdonlyres/EFAC3C25-5614-48AD-80E2-FC2BC9F08A25/35812/EducationallIndicatorsandIndicatorSystems1.pdf>

Achievement Level:

An achievement level indicates the teacher's determination of the degree to which a student has attained a key learning outcome. To make this determination, teachers collect assessment "evidence" in a variety of forms, including notes, observations, checklists, rating scales, marks, and samples of student work. Teachers use the "best evidence" rather than an "average" when determining a student's achievement level.

<http://www.ministikscool.ca/files/21/Definitions%20of%20Achievement%20Levels%200708.pdf>

Citizenship:

The respect you show others in class, how well you act in class, and the student's behavior and attitude. -[Risley Staff](#)

Demographic Variables:

Characteristics assigned to age, sex, education, income, marital status, job, religion, birth rate, death rate, family size, and marriage age. It is done to every member of the population.

<http://thelawdictionary.org/demographic-factors/>

Effort vs. Participation:

Effort - Hard work; conscious exertion to reach a goal. -[Ed Speak by Diane Ravitch, p85.](#)

Participation - Students' genuine learning is active, not passive. It involves the use of the mind, not just the memory. It is the process of discovery in which the student is the main agent, not the teacher. -http://www.usma.edu/cfe/Literature/Hill_07.pdf

Equal Interval Scale:

An interval scale of measurement of data according to which the differences between values can be quantified in absolute but not relative terms and for which any zero is merely arbitrary. An equal interval scale is one where the intervals are all equal in value.

<http://www.thefreedictionary.com/interval+scale>

Familiarity:

A modest amount of experience. www.english.stackexchange.com

Formative Assessment:

Any assessment used by educators to evaluate students' knowledge and understanding of particular content and then to adjust and plan further instructional practices accordingly to improve student achievement in that area. Formative assessments should be low-stake with no calculated point or performance level. [Ed Speak, Diane Ravitch](#)

Grade:

The symbol (number or letter) reported at the end of a period of time as a summary statement of student performance. *-A Repair Kit for Grading, K. O'Connor, p6.*

Homework:

School assignments that must be completed outside class, usually at home, independently, without immediate supervision of a teacher. Homework is usually assigned for four reasons:

- Practice homework, the most common type, is assigned to reinforce material presented in the classroom and to help student's master individual skills. In a study of teachers' use of homework in high schools, Murphy and Decker (1989) found that teachers most frequently assigned homework to reinforce class material (55 percent) and to master course objectives (23 percent).
- Preparation homework is assigned to introduce students to material the teacher will present in the future.
- Extension homework asks students to apply previously learned skills to different contexts.
- Integration homework requires students to produce a product, such as a social studies project, by applying multiple skills. <http://www.centerforpubliceducation.org/Main-Menu/Instruction/What-research-says-about-the-value-of-homework-At-a-glance/What-research-says-about-the-value-of-homework-Research-review.html>.

International Baccalaureate Organization:

[Created in Switzerland in 1968](#) for students in international schools, IB is now offered in 3,460 schools across 143 countries — with [1,370 public and private schools \(and counting\) in the U.S.](#)

IB has gained popularity for setting high standards and emphasizing creative and critical thinking. IB students are responsible for their own learning, choosing topics and devising their own projects, while teachers act more as supervisors or mentors than sources of facts. IB emphasizes research and encourages students to learn from their peers, with students actively critiquing one another's work. Beyond preparing students for critical thinking and college-level work, the full IB program calls for students to express themselves through writing, requires community service, and aims "to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect." <http://www.greatschools.org/school-choice/international-baccalaureate/6950-what-is-ib-international-baccalaureate.gs>

Mark:

Sometimes called "score" is the number (or letter) given to any student test or performance that may contribute to the later determination of a grade that illustrates at what level the student knows and is able to apply the skills and concepts from the instructed content. [A Repair Kit for Grading: 15 Fixes for Broken Grades](#)

Mastery:

A level of expertise beyond proficiency. www.english.stackexchange.com

Mean:

The mean is the arithmetic average of a set of scores. The mean is found by adding all the scores in a given distribution and dividing that sum by the total number of scores.

[http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/2702772_sig_s12GA%20\(2\).pdf](http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/2702772_sig_s12GA%20(2).pdf)

Median:

The 50th percentile or the number that divides the upper half of a sample, population, or distribution from the lower half. The median of a list of test scores, for example, can be found by arranging all the scores in order from lowest to highest value and picking the middle one.

-Ed Speak by Diane Ravitch, p 143.

Middle Years Programme (MYP):

The International Baccalaureate's MYP is designed for students aged 11 to 16. It provides a framework of learning that encourages students to become creative, critical and reflective thinkers. The MYP emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the real world. It fosters the development of skills for communication, intercultural understanding and global engagement -

essential qualities for young people who are becoming global leaders.

<http://www.ibo.org/myp/>

Mode:

In statistics, the score or value that occurs most frequently in a probability distribution.

-Ed Speak by Diane Ravitch, p 147.

Non-academic indicator:

Non-academic factors that can influence academic performance, but cannot substitute for it. Relevant non-academic factors can be classified into three groups:

1. Individual psychosocial factors, such as motivation (e.g., academic self-discipline, commitment to school) and self-regulation (e.g., emotional control, academic self-confidence)
2. Family factors, such as attitude toward education, involvement in students' school activities, and geographic stability
3. Career planning that identifies a good fit between students' interests and their postsecondary work

https://www.act.org/research/policymakers/pdf/nonacademic_factors.pdf

PARCC:

The Partnership for Assessment of Readiness for College and Careers (PARCC) is a group of states working together to develop a set of assessments that measure whether students are on track to be successful in college and their careers. These high quality, computer-based K–12 assessments in Mathematics and English Language Arts/Literacy give teachers, schools, students, and parents better information whether students are on track in their learning and for success after high school, and tools to help teachers customize learning to meet student needs. The PARCC assessments will be ready for states to administer during the 2014-15 school year. <http://www.parcconline.org/about-parcc>

Participation:

Students' genuine learning is active, not passive. It involves the use of the mind, not just the memory. It is the process of discovery in which the student is the main agent, not the teacher.

http://www.usma.edu/cfe/Literature/Hill_07.pdf

Proficiency:

Advancement in knowledge or skill <http://www.merriam-webster.com/dictionary/proficiency>

Re-assess:

To consider something again, especially if new factors have come to light since you first assessed the issue. <http://www.vocabulary.com/dictionary/reassess>

Reteach:

The act of providing additional and varied instruction based on the student's needs and performance on formative or summative assessments.

When re-teaching is needed, teachers should:

- 1) deconstruct the standard by breaking it down into progressive learning targets
- 2) understand exactly where the student currently is on that progression
- 3) know what steps are needed next for that student to continue toward meeting the grade level standards
- 4) clearly communicate the learning targets in student-friendly terms with the student
- 5) encourage the student to set goals for themselves as they are learning to develop self-efficacy

Re-teaching should be done during class time and not viewed as punitive to students (i.e., missing recess, staying after school, etc.)

<http://wd7.org/pdfs/curriculum/gradingpractices/Reteaching.pdf>

Reporting Variables:

Variables that are provided for demographics and data analysis. -[Risley Staff](#)

Rubric:

A guide listing specific criteria for grading or scoring academic papers, projects, or tests. www.ascd.org

Scoring Guide:

Recommendations or instructions for evaluating student work. A scoring guide typically describes what is being assessed and helps the teacher place the students' work on the scale provided. -[Ed Speak by Diane Ravitch, p191-2.](#)

Standard:

An idea or level of quality used as a measure, norm, or model in comparative evaluations. OxfordDictionaries.com

Colorado Academic Standards:

The **Colorado Academic Standards** (CAS) are the expectations of what students need to know and be able to do at the end of each grade in Colorado. The following content areas adhere to Colorado Academic Standards:

Science

Social Studies

Physical Education/Health

Foreign Language

Music

Art

<http://higher.ed.colorado.gov/Academics/p20/CoAcademicStandards.html>

Common Core Standards:

The Common Core is a set of high-quality academic standards in Mathematics and English Language Arts (ELA). The Common Core State Standards define the rigorous skills and knowledge in Mathematics and English Language Arts that need to be effectively taught and learned for students to be ready to succeed academically in credit-bearing, college-entry courses and in workforce training programs. These standards have been developed to be:

- Fewer, clearer, and higher, to best drive effective policy and practice;
- Aligned with college and work expectations, so that all students are prepared for success upon graduating from high school;
- Inclusive of rigorous content and applications of knowledge through higher-order skills, so that all students are prepared for the 21st century;
- Internationally benchmarked, so that all students are prepared for succeeding in our global economy and society; and
- Research and evidence-based.

corestandards.org

ISTE Standards:

ISTE Standards (formerly the NETS) for Students (ISTE Standards•S) are the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.

Simply being able to use technology is no longer enough. Today's students need to be able to use technology to analyze, learn and explore. Digital age skills are vital for preparing students to work, live and contribute to the social and civic fabric of their communities.

<http://www.iste.org/standards>

English as a Second Language Standards:

TESOL's *PreK–12 English Language Proficiency Standards*, published in 2006, represent a starting point for developing effective and equitable education for ESOL students. These

standards were developed to complement the discipline-specific standards created by other professional associations and groups.

The ESL standards were developed through a collaborative process involving hundreds of ESL teachers, researchers, administrators, and language specialists, the standards will provide national coherence for students and the educators who serve them.

<http://www.tesol.org/advance-the-field/standards/prek-12-english-language-proficiency-standards>

Standards-Based Grading:

Measuring students' proficiency on well-defined course objectives.

-Tomlinson, C., & McTighe, J. (2006). *Integrating differentiated instruction and understanding by design*. Alexandria, VA: ASCD.

Summative Assessment:

An assessment used to document students' achievement at the end of a unit or course (of study) or an evaluation of the end product of a student's learning activity.

[Ed Speak, Diane Ravitch](#)