# Tool 1: Terminology Grid

As you read each term and definition, reflect on your own background knowledge and experiences to enhance your understanding of the term. First, share your thinking in the center box. Then, in the box on the right, create a symbol or other visual reminder that will help you to embed the term into your long-term memory.

| WORD AND DEFINITION | YOUR THOUGHTS OR EXPERIENCES | YOUR VISUAL REMINDER |
|---|---|---|
| **Content Standard:** What students need to know and be able to do in various content areas such as mathematics, reading, writing, science, social studies, fine arts, comprehensive health, technology, foreign language, and workplace skills. Content standards may also be referred to as targets, benchmarks, performance objectives, outcomes, or goals. | | |
| **Formative Assessment:** An ongoing process throughout the learning cycle to determine student understanding and teacher effectiveness. It should be a purposeful and natural process that coincides with instruction. | | |
| **Preassessment:** Tools or activities used to measure student mastery of goals or standards prior to the instruction | | |
| **Informal Assessment:** Tools or activities used to measure student progress and teacher effective-ness. These assessments are not used for grades, as students are not expected to have mastered goals at this point. | | |
| **Growth Assessment:** Tools or activities used to measure a benchmark mastery of portions of goals or standards. They may be translated into grades. | | |
| **Final Student Product:** A cumulative final picture of students' understanding and mastery of a standard or goal | | |
| **Summative Assessment:** A test or measurement of achievement usually given at the end of a unit, course, or program to judge student proficiency (for example, semester exams and standardized tests) | | |

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| **Selected-Response Assessment:** A test in which participants choose an option rather than create their own answer. Format examples include multiple choice, true/false, fill in the blank, and matching. | | |
| **Reliability:** The extent to which an assessment is consistent. We need to strive for a reliable, consistent instrument to measure student achievement. | | |
| **Validity:** The extent to which an assessment is accurate. This relates to content accuracy as well as test format accuracy. | | |
| **Performance Criteria:** The guidelines, rules, characteristics, or attributes that are used to judge the quality of student performance | | |
| **Performance Assessment:** A demonstration of student understanding through relevant or authentic tasks, processes, or products. The performance criteria (or rubric) may be used for scoring | | |
| **Rubric:** A scoring tool that lists the performance criteria that will be used to judge student work and the degrees of quality for a piece of work | | |
| **Layered Learning:** The depth of understanding that students are expected to achieve. The layered categories are essential knowledge, application, and complex thinking. | | |
| **Customized Assessment:** Assessments created by the teacher that meet the needs of each unique learner | | |
| **Continuous Learning Cycle:** A cycle of instruction and assessment in which all phases of teaching, learning, and measures of student success are in a dynamic and mutually enriching relationship | | |
| **Professional Learning Community*:** A collaborative team whose members work interdependently to achieve common goals, with an emphasis on learning rather than teaching | | |