Marshfield Public Schools
Glossary of Educationally Relevant Terms

Assessment Terms

- ✓ **Benchmarks**
  - Benchmark standards are standards that state specific learning goals that should be achieved by the end of a particular grade span (e.g. preK-2, 3-5, 6-8, 9-12).
  - These can be thought of as an "intermediate level of standards" (Ainsworth & Viegut, 2006)
  - Think back to the Missouri Frameworks
  - **Benchmark assessments**
    - Tests given throughout the school year to give teachers immediate, formative feedback on how their students are performing and progressing towards achievement of benchmark standards.
    - Data is used to modify instruction
    - Possible examples: common formative assessments, predictive tests on Acuity, curriculum based measurements (CBMs)
    - (Weber, 2009 Jan/Feb, REL *Ed*Evidence)
- ✓ **Formative Assessments (Classroom Formative Assessments)**
  - Ongoing assessments that provide information to guide teaching and learning for improving learning and performance. Formatives may be done formally or informally.
  - Referred to often times as "assessment *for* learning"
  - Common educational thought and practice is that formative assessments are not used to assign grades.
  - Possible examples: Quizzes, oral questioning, observations, reviews of draft work, homework, pre-tests, exit-tickets/tickets-out-the-door, think-pair-share, thumbs-up/thumbs-down, **Diagnostic Reading Assessments (DRAs)**
  - (McTighe & Wiggins, 2004; Ainsworth & Viegut, 2006)
- ✓ **Common Formative Assessments**
  - Specially designed by department teams or grade level teams who teach the same content area to provide a sharper focus around a core curriculum.
  - Teams spend time analyzing the data to provide discussion of best practices
  - Should not be designed until curriculum has been created and implemented and should be focused around SMART goals or those areas that have been identified as being weak areas from data analysis.
  - (Ainsworth & Viegut, 2006)
- ✓ **Summative Assessments**
  - Given at the end of a unit, quarter, course, semester, or academic school year.
  - Referred to as "assessment *of* learning" since these assessments take place after all instruction has been provided
  - Current educational thought is that these should be used to report the final results of student learning to students, parents, and administrators.
  - (McTighe & Wiggins, 2004; Ainsworth & Viegut, 2006)
- ✓ **Exit Exam**
  - Any exam given at the end of a course that is used to determine the pass or failure of that course or graduation.
  - **Do not** confuse EOCs with Exit Exams. Students do not have to pass the EOC to graduate nor are they required to pass the EOC to pass the class.
- ✓ **Curriculum Based Measurements**
  - A method of monitoring student progress through direct, continuous assessment of basic skills.
  - Standardized tests that are time efficient and produce accurate charts of student growth over time.
  - CBM is direct, continuous, and formative: it drives instruction
  - Two major functions: 1) Benchmark (Universal Screening) 2) Progress Monitoring
  - Example: AIMSWeb

- ✓ **High-Stakes Assessment**
  - "High stakes assessment refers to state and district competency exams administered to students as a sole measure employed to make critical decisions regarding the students, teachers and/or schools regardless of prior or future performance" (Heubert and Hauser, 1999).
  - Examples: MAP Tests, Exit exams, ACT, SAT, GREs
- ✓ **MAP Tests**
  - MAP Tests refer to any tests that are a part of the Missouri Assessment Program (MAP). There are currently five MAP assessments:
    - **Grade-Level Tests**: Tests given in grades 3 – 8 in Communication Arts and Mathematics which focus on the specific GLEs for that grade, and grades 5 and 8 in Science which are grade-span tests which cover the GLEs for K-5 and 6-8 respectively.
    - **End-of-Course (EOC) Exams**: Tests given at the completion of specific courses. Currently, EOC exams are required for Algebra 1, Biology 1, English II, and US Government. Additional EOC exams may be taken in the following courses: English I, Algebra II, Geometry, and American History.
    - **MAP-A**: MAP-Alternative (MAP-A) is designed for students with significant cognitive disabilities who meet eligibility requirements. The MAP-A assesses accuracy, independence, and connection to Alternate Performance Indicators (APIs) instead of GLEs or CLEs. Special education staff determine the eligibility of students in regards to MAP-A.
    - **Personal Finance Assessment**: Beginning with the graduating class of 2010 every student must earn ½ credit in the area of Personal Finance. Students who take the Personal Finance course are not required to take a separate assessment, however they must pass the Personal Finance course. Students who are receiving personal finance credit from embedded coursework (e.g. students in Agriculture Business Management) are required to take the online assessment. The pass rate for the assessment is the district's decision.
    - **LAS Links:** LAS Links is the English language proficiency assessment. No Child Left Behind mandates an annual assessment of all students who are classified as ELL (English Language Learner). Eligibility is determined by district personal based upon a home language survey given to all students at the time of enrollment.
- ✓ **Locally Developed Assessments (LDAs)**
  - Assessments designed to assess district kindergarten, first, and second grade students' progress towards mastery of the Show-Me Standards. Items are aligned to the appropriate GLEs with emphasis given to the areas of Communication Arts and Math.

Acronyms

- ✓ EAT: Electronic Alignment Tool
- ✓ AYP: Adequate Yearly Progress
- ✓ APR: Annual Performance Report

Curriculum Related Terms

- ✓ **Essential Outcomes or Content Priorities**
  - Essential outcomes are those items that students need to know by the time they leave a particular class or grade level and that will stand the test of time.
  - A few ideas for a grade level or course that serve as an organizing structure for curriculum design, instruction, and assessment.
  - These become the basis for determining local objectives for the course.
- ✓ **Local Objectives**
  - Those items that you want students to know by the time they leave that particular course
  - One objective may be covered in multiple units, depending on what part of the objective is being addressed
  - Should be written in measurable and assessable student-friendly language.

- ✓ **Power Standards**
  - "Those standards and indicators that are critical for student success" (Ainsworth, 2003, p. 5)
  - Standards that, when met, provide the student with the skills necessary to master other curriculum objectives.
- ✓ **Grade-Level Expectations (GLEs) & Course-Level Expectations (CLEs)**
  - **Location: http://www.dese.mo.gov/divimprove/curriculum/GLE/**
  - GLEs and CLEs are specific to a certain grade or course. The GLEs and CLEs in Missouri serve as assessment objectives. This means that the GLEs and CLEs show how that particular item will be assessed on the corresponding MAP test.
  - GLEs and CLEs were not designed to be used as a district's local objectives.
  - Pay attention to "Locally Assessed Items." We must have documentation of how and when those items are assessed.
  - Parts of a GLE or CLE (see diagram on following page)
    - Strands
    - Big ideas
    - Concepts
    - Grade level or course
    - GLE or CLE
    - DOK Ceiling
    - Show-Me Standards assessed
    - Locally assessed items
  - Coding of GLEs/CLEs
    - To code GLEs or CLEs you would use the appropriate abbreviations and list the components in this order: Strand-Big Idea-Concept-Grade or Course
      - Examples
        - N1A5 for math would be the Number & Operations strand, the first big idea, concept A for fifth grade
        - LO2A-B1a for Science would be the Living Organisms strand, the second big idea, concept A, sub-skill "a" for Biology 1
    - If confused look on EAT and code using the same abbreviations

Strands

Grade Level or course

Big idea

Number and Operations

1. Understand numbers, ways of representing numbers, relationships among numbers and number systems

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
A Read, write and compare numbers	*rote count to 100 and recognize numbers up to 31	*read, write, and compare whole numbers less than 100	*read, write, and compare whole numbers less than 1000	read, write and compare whole numbers up to 10,000	read, write and compare and whole numbers less than 100,000	*read, write and compare whole numbers less than 1,000,000, unit fractions and decimals to hundredths (including location on the number line)	apply and understand whole numbers to millions, fractions and decimals to the thousandths (including location on the number line)	compare and order all positive rational numbers and find their approximate location on a number line	*compare and order all rational numbers including percents, and find their approximate location on a number line
DOK	1	1	1	1	1	1	1	1	
ST	MA 5 1.10	MA 5 1.10	MA 5 1.10	MA 5 1.10	MA 5 1.10	MA 5 1.10	MA 5 1.10	MA 5 1.10	MA
B Represent and use rational numbers	*recognize ½ of a shape	*recognize ½ and ¼ of a shape	*recognize unit fractions of a shape	*represents halves, thirds and fourths	*use models, benchmarks (0, 1/2 and 1) and equivalent forms to judge the size of fractions	recognize and generate equivalent forms of commonly used fractions and decimals	recognize and generate equivalent forms of fractions, decimals and benchmark percents	recognize and generate equivalent forms of fractions, decimals and percents	use and problems
DOK	1	1	1	1	2	2	2	2	2
ST	MA 5 1.10	MA 5	MA 5 1.10	MA 5 1.10	MA 5 1.10	MA 5 1.10	MA 5 1.10	MA 5 1.10	MA 5 3.3
C Compose and decompose numbers	*use concrete objects to compose and decompose values up to 10	*compose or decompose whole numbers up to 20 using multiple strategies such as known facts, doubles and close to doubles, tens, and one place value	*compose or decompose numbers by using a variety of strategies, such as using known facts, tens place value or landmark numbers to solve problems	recognize equivalent representations for the same number and generate them by decomposing and composing numbers including expanded notation	recognize equivalent representations for the same number and generate them by decomposing and composing numbers	*recognize equivalent representations for the same number and generate them by decomposing and composing numbers.	*recognize equivalent representations for the same number and generate them by decomposing and composing numbers	*recognize equivalent representations for the same number and generate them by decomposing and composing numbers, including exponential notation	*recognize equivalent representations for the same number and generate them by decomposing and composing numbers, including scientific notation
DOK	2	2	2	2	2	2	2	2	2
ST	MA 1 1.6	MA 1 1.6	MA 1 1.6	MA 1 1.6	MA 1 1.6	MA 5 1.6	MA 5 1.6	MA 5 1.6	MA 5 1.6

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Concepts

DOK Ceiling

Show-Me Content Standards and Process Standards

GLE or CLE
This may be broken down into sub-categories

Asterisks mean that the GLE or CLE are to be *locally assessed!*

Underlined words can be found in the glossary for that subject.

Last revision date

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