

Common Vocabulary for RSU2

- **Balanced Instructional Model** – Using a variety of instructional strategies to guide learners towards achievement of learning targets with a balance of direct instruction (whole group/small group/individual) while incorporating simulations, real life connections, and practical applications.
- **Measurement Topic** – The summary of the learning targets in a strand within a content area. Student progress is reported on each measurement topic.
- **Learning Target** - The skills, knowledge, and reasoning processes required for learners to achieve proficiency of each measurement topic. Student learning and teacher facilitation is focused on the learning targets.
- **Level** – The word level applies to several things.
 - a.) Marzano’s taxonomy level identifies the complex reasoning process used by the learner to achieve a learning target. (Retrieval, Comprehension, Analysis, Knowledge Utilization, Metacognition, Self-system thinking)
 - b.) Proficiency level of 1, 1.5, 2, 2.5, 3, 3.5 or 4 identifies the learner’s understanding of the learning target. Proficiency level 1 indicates the learner needs help to know the foundational details and processes of the information to be learned. Proficiency level 2 indicates the learner knows the foundational, simple details and processes of the concept to be learned. Proficiency level 3 indicates the learner understands the targeted, complex ideas and concepts to be learned. Achieving proficiency level 3 is the goal for all learners. Proficiency level 4 indicates the learner infers or applies the learned concept in an advanced manner or in an authentic situation.
 - c.) Grade level is used to identify the age group of a set of students.
- **Step** - The progression of complexity of information within a Measurement Topic is identified by the word “step”. Step 1 is the most basic information learned in a measurement topic. Increasingly more difficult information is presented at each successive step of the Measurement Topic.
- **Score** - A measurement of progress towards proficiency.
- **Rubric** - A tool used to communicate a set of criteria linked to an assignment or assessment. A rubric helps the learner understand what to do to achieve success.
- **Capacity Matrix** - A tool used by some teachers to guide learners through the progression of skills and knowledge needed to achieve proficiency of a learning target.
- **Scale** – A 1-4 rating system used to measure learner progress towards proficiency.
- **Pacing Chart/Calendar** - Yearly planner of when things are taught (not necessarily when students learn). A pacing chart will guide teachers to accomplish all the measurement topics in one school year.
- **Grade** - Heterogeneous grouping of learners by age.

- **Proficiency** - The desired level of achievement.
- **Four** – The highest level on the rating system used to measure learner progress beyond proficiency. A score of 4 indicates the learner has applied or inferred the knowledge gained in the level 3 learning targets. Opportunities for learners to show level 4 proficiency should be available for most measurement topics. There are two ways to create a level 4 challenge. Teachers can write learning targets for level 4 proficiency, or teachers (with learners) can create an assessment that requires learners to go beyond the expectations of the level 3 learning targets/assessments.
- **Accountability** - The expectation of achievement. In the future, we will hold students accountable to reach proficiency level 3, unless stated differently in an IEP. Teachers are expected to complete all Measurement Topics with learners this year. Teachers are expected to collaboratively provide learning interventions so that no learners fail.
- **Standard** – Used interchangeably with strand on the measurement topic template. A standard helps organize a content area into smaller sections.
- **Task** – Task is a term used in the software program called Educate. It refers to the opportunity given to a learner to demonstrate skill, knowledge, understanding, and application of a learning target.
- **Assessment** - Evidence of a student's learning. An assessment enables the learner to show what he/she knows and is able to do.
- **Evidence** - Learner generated work that reflects progress towards proficiency.
- **Formative Assessment**– An assessment that is used to guide learning and instruction.
- **Summative Assessment** – Assessment results that have been recorded to show learner proficiency at a moment in time.

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