Palm Springs Unified School District

Common Core Glossary of Terms

V.2

Adequate Yearly Progress (AYP) - An individual state's measure of annual improvement toward achieving state academic standards. Adequate yearly progress is the minimum level of improvement that states, school districts, and schools must achieve each year, according to federal No Child Left Behind (NCLB) legislation. This progress is determined by a collection of performance measures that a state, its school districts, and subpopulations of students within its schools are supposed to meet if the state receives Title I federal funding.

Adoption -Refers to the chosen curriculum of a particular school or district.

Alignment - The degree to which assessments, curriculum, instruction, teacher preparation and professional development, and systems of accountability all reflect and reinforce the educational program's objectives and standards.

Alternative Assessments - Ways other than standardized tests to get information about what students know and where they need help, such as oral reports, projects, performances, experiments, and class participation.

Anchor Standards – The College and Career Readiness standards "anchor" the CCSS and define the general, cross-disciplinary expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. In K-5, the anchor standards are in reading and are broken into the categories of literature, informational texts, and foundational skills. In 6-12, the reading anchor standards are broken into the categories of "English Language Arts" and "Literacy in History/Social Studies, Science, and technical Subjects." The 10 anchor standards for reading are further broken up into 4 groups: Key Ideas and Details; Craft and Structure; Integration of Knowledge and Ideas; and Range and Level of Text Complexity.

Applied Learning - The acquisition and use of knowledge, skills and understanding through tasks set in sector contexts that have many of the characteristics of real work or are set within the workplace. Most importantly, the purpose of the task must be relevant to real work in the sector.

Assessment – Any form of exam used to evaluate student performance.

Benchmarks - A detailed description of a specific level of student achievement expected of students at particular ages, grades, or developmental levels; academic goals set for each grade level.

Best Practices - The term "Best Practice" has been used to describe "what works" in a particular situation or environment. When data support the success of a practice, it is referred to as a *research-based practice* or *scientifically based practice*.

Bloom's Taxonomy – *(see also Hess, DOK, Levels of Thinking, Cognitive Rigor, Rigor and Relevance Framework)*. A classification of learning objectives used to define how well a skill or competency is learned or mastered. These are: Knowledge; Comprehension; Application; Analysis; Synthesis; Evaluation. This was revised in 2001 to: Remembering, Understanding, Applying, analyzing, Evaluating and Creating.

Chaptering/Segmenting - Referring to the Units of Study, it is the process of chaptering breaks the unit into instructional segments. The Chapters of Learning should be determined by site during collaborative planning sessions within grade-level teams. There are many appropriate ways to break a unit into chapters.

Close Reading - Is to do a close reading, whereby a specific passage is analyzed in fine detail, as if with a magnifying glass. Close reading means reading to uncover layers of meaning that lead to deep comprehension. Close, analytic reading stresses engaging with a text of sufficient complexity directly and examining meaning thoroughly and methodically, encouraging students to read and reread deliberately.

Cognitively Guided Direct Instruction (CGDI) – An instructional strategy that combines direct instruction from the teacher, teacher-student interaction and practice, student-student interaction and practice, and finally independent student practice. Instructional decisions are made based on a students' knowledge and understanding about a particular subject. Students are encouraged to use multiple problem solving strategies and the teacher uses their increasing understanding to plan on-going instruction.

Cognitive Rigor Matrix (Hess) – *(see also DOK, Levels of Thinking, Bloom's Taxonomy, Cognitive Rigor, Rigor and Relevance Framework).* A matrix designed to integrate both Bloom's Taxonomy of Educational Objectives and Webb's Depth-of-Knowledge Levels for analyzing instruction and influencing teacher lesson planning. It combines depth of understanding with the type of thinking and is a tool for examining depth of knowledge.

College and Career Readiness (CCR or CCRA)– Measured by the level of knowledge, skills and academic preparation needed to enroll and succeed in introductory college credit-bearing courses within an associate or baccalaureate degree without need for remediation.

Common Core State Standards – These standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs. The standards:

- Are aligned with college and work expectations;
- Are clear, understandable and consistent;
- Include rigorous content and application of knowledge through high-order skills;
- Build upon strengths and lessons of current state standards;

- Are informed by other top performing countries, so that all students are prepared to succeed in our global economy and society; and

- Are evidence-based.

    In Math:

- **Clusters** summarize groups of related standards. Note that standards from different clusters may sometimes be closely related, because mathematics is a connected subject.

- **Domains** are larger groups of related standards. Standards from different domains may sometimes be closely related.

- **11/18/2013 12:23 PM**Each section is divided into **Strands**. K-5 and 6-12. Each strand is headed by a strand-specific set of College and Career Readiness Anchor Standards.

Connections Below and Above (see also Learning Progressions and Vertical Alignment) – Describes the prior learning, the current learning, and the future learning for each standard. This information can be used to understand the particular grade level expectations for each standard, as well as potential extension and remediation goals.

Content Standards - Specifications that describe what students should know and be able to do in core academic subjects at each grade level.

Crosswalks – They provide an analysis of the difference and similarities between the 1997 California Content Standards and the Common Core State Standards.

Curriculum - The materials and methods that define courses of study offered by a school or district.

Depth and Complexity – Words or prompts that activate higher levels of knowing. They help students decode meaning and gain expertise in a domain. Depth refers to approaching or studying something from the concrete to the abstract. Complexity refers to making relationships, and connecting concepts.

Depth of Knowledge (also Webb's) (DOK) - Represents the comparison of the cognitive demand of the Common Core Standards and the cognitive demand of the assessments given to determine their mastery. DOK represents levels of complexity, not difficulty. DOK offers a common language to understand "rigor," or cognitive demand, in assessments, as well as curricular units, lessons, and tasks. Webb developed four DOK levels that grow in cognitive complexity and provide educators a lens on creating more cognitively engaging and challenging tasks.

Differentiated Instruction - This is also referred to as "individualized" or "customized" instruction. The curriculum offers several different learning experiences within one lesson to meet students' varied needs or learning styles.

Domain-specific words and phrases – Vocabulary specific to a particular field of study (domain), such as the human body (CCSS, p. 33); in the Standards, *domain-specific words and phrases* are analogous to Tier Three words (Language, p. 33).

Driving Question – Within the Project Based Learning (PBL) concept, a driving question is one that captures the heart of the project in clear, compelling language and gives students a sense of purpose and challenge. The Question should be open-ended, directly related to the content students are learning and engage students to think deeply about the given problem.

Editing – A part of writing and preparing presentations concerned chiefly with improving the clarity, organization, concision, and correctness of expression relative to task, purpose, and audience; compared to *revising*, a smaller-scale activity often associated with surface aspects of a text; see also *revising*, *rewriting.*

Embedded Standards – These are the standards that will be taught and assessed in conjunction with the Priority Standards. These standards provide instructional guidance that will allow teachers to teach the Priority standards in a deep and coherent manner that supports the depth and complexity of California's CCSS. These standards are not assumed or ignored but used intentionally, thoughtfully, and flexibly with students to allow them to learn content in a meaningful and transferable way.

Emergent reader texts – Texts consisting of short sentences comprised of learned sight words and CVC words; may also include

Enduring Understandings - Are those concepts we want students to remember ten years from now. They are the important concepts underlying the content.

Essential Questions (EQ) - Questions based on the Enduring Understandings that we use to guide or drive instruction and assessment. The goal is that after instruction, students should be able to independently answer the Essential Question with a grade-appropriate version of the Enduring Understanding. In many cases, activities should be designed to allow the student to discover the Enduring Understanding.

Evidence – Facts, figures, details, quotations, or other sources of data and information that provide support for claims or an analysis and that can be evaluated by others; should appear in a form and be derived from a source widely accepted as appropriate to a particular discipline, as in details or quotations from a text in the study of literature and experimental results in the study of science

Focused question – A query narrowly tailored to task, purpose, and audience, as in a research query that is sufficiently precise to allow a student to achieve adequate specificity and depth within the time and format constraints

Formative Assessment - Any form of assessment used by an educator to evaluate students' knowledge and understanding of particular content and then to adjust instructional practices accordingly toward improving student achievement in that area.

Formative Feedback – An assessment to monitor students' ability to demonstrate skills and knowledge in order to inform future instruction and learning.

Formal English – See *standard English*

Foundational Standards (K-5 only) – These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English reading/writing system. They are a necessary and important component of an effective, comprehensive reading program. These standards will be assessed periodically based on student need or as identified by the districts' phonics/fluency program.

General academic words and phrases – Vocabulary common to written texts but not commonly a part of speech; in the Standards, *general academic words and phrases* are analogous to Tier Two words and phrases (Language, p. 33).

Guiding Questions - Prompts students to engage in use of skills and concepts at appropriate rigor and complexity that lead students to a desired learning outcome.

Independent(ly) – A student performance done without *scaffolding* from a teacher, other adult, or peer; in the Standards, often paired with *proficient(ly)* to suggest a successful student performance done without *scaffolding*.

Instructional Scaffolding - Refers to the idea that specialized instructional supports need to be in place in order to best facilitate learning when students are first introduced to a new subject.

Instructional Minutes - Refers to the amount of time the state requires teachers to spend providing instruction in each subject area.

Integrated Curriculum - Refers to the practice of using a single theme to teach a variety of subjects. It also refers to an interdisciplinary curriculum, which combines several subject or content areas into one project.

Interdisciplinary Instruction - The use and integration of methods from more than one academic subject to examine a theme, issue, question or topic.

Learning Progressions (also see Connections Below and Above) – Describes the prior learning, the current learning, and the future learning for each standard. This information can be used to understand the particular grade level expectations for each standard, as well as potential extension and remediation goals.

Learning Structures – Actions that both teachers and students perform that teachers create to assist students in framing student outputs, interactions, and checking for understanding.

Learning Objective/Target – A statement in specific and measurable terms that describes what the learner will know or be able to do as a result of engaging in a learning activity. See Learning Target.

Learning Target/Objective - The specific destination for the lesson that includes the concepts and skills students are to learn, the thinking strategy(ies) they will use, how deeply they learn it and how to demonstrate their learning. A "GPS" for student learning.   See Learning Objective

Learning Task - That task which conveys rigor and complexity and clarifies skills and knowledge of the student task.

Levels of Thinking (Bloom's) – A classification of learning objectives to define the level of mastery of a particular skill and/or standard.

National Assessment of Educational Progress (NAEP) - A national test that is given to specific grade levels in specific subjects every other year. A small sample of students representative of the state are tested. NAEP test scores can be compared to national averages.

Next Generation Science Standards (NGSS) - On September 4, 2013, the State Board of Education (SBE) adopted the *Next Generation Science Standards (NGSS) for California Public Schools, Kindergarten through Grade Twelve* as required by Education Code 60605.85. The NGSS Appendices A-M were also adopted to assist teachers in the implementation of the new science standards and to aid in the development of the new science curriculum framework. The new standards are based on the *Framework for K-12 Science Education*, which was developed by the National Research Council released in July 2011. The NGSS describe the key scientific ideas and practices that all students should learn by the time they graduate from high school. The NGSS detail performance expectations for kindergarten through grades 8 and high school. The NGSS are not curriculum. How students reach those performance expectations are left to teacher's expertise.
http://www.nextgenscience.org/frequently-asked-questions

No Child Left Behind (NCLB) - Signed into law by President Bush in 2002, No Child Left Behind sets performance guidelines for all schools and also stipulates what must be included in accountability reports to parents. It mandates annual student testing, includes guidelines for underperforming schools, and requires states to train all teachers and assistants to be "highly qualified."

Partnership for Assessment of Readiness of College and Career (PARCC) - The Partnership for Assessment of Readiness for College and Careers (PARCC) is a consortium of 22 states plus the U.S. Virgin Islands working together to develop a common set of K-12 assessments in English and math anchored in what it takes to be ready for college and careers. Florida is a governing state and the fiscal agent for PARCC.

Point of view (POV) - Chiefly in literary texts, the narrative point of view (as in first- or third-person narration); more broadly, the position or perspective conveyed or represented by an author, narrator, speaker, or character

Print or digital (texts, sources) - Sometimes added for emphasis to stress that a given standard is particularly likely to be applied to electronic as well as traditional texts; the Standards are generally assumed to apply to both.

Priority Standards – These are the standards that will be guaranteed: taught, assessed, and re-taught as necessary.

Proficient(ly) – A student performance that meets the criterion established in the Standards as measured by a teacher or assessment; in the Standards, often paired with *independent(ly)* to suggest a successful student performance done without *scaffolding*; in the Reading standards, the act of reading a text with comprehension; see also *independent(ly)*, *scaffolding*

Project Based Learning – An instructional strategy whereby teachers plan for students to have an extended process of inquiry in response to a complex question, problem, or challenge. Rigorous projects must be carefully planned, managed and assessed in order for students to learn the key academic content and 21st Century Skills and to create high-quality, authentic products.

Race to the Top (RTTT) -A competitive federal grant program run by the U.S. Department of Education that began in 2009 and provides a total of $4 billion in one-time grants to a handful of states that have created conditions for bold, comprehensive action in four reform areas described in the American Recovery and Reinvestment Act (ARRA).

Reading standards, the act of reading a text without scaffolding, as in an assessment; see also *proficient(ly)*, *scaffolding*

Rebus – A mode of expressing words and phrases by using pictures of objects whose names resemble those words.

Response to Instruction (RtI)- an approach used to increase the opportunity for learners to meet and /or exceed academic achievement goals through early identification of students whose academic and/or behavioral needs place them at risk. RtI ensures that resources and interventions are appropriate and targeted to serve all underachieving learners as soon as possible through high quality instruction. RtI and differentiation are closely aligned with RtI often recognized as the definition for the struggling learner and differentiated instruction for the gifted learner. In California, the state has merged both Response to Instruction AND Response to Intervention into RtI[2.]

Response to Intervention (RTI)- is a general education framework that involves research-based instruction and interventions, regular monitoring of student progress, and the subsequent use of these data over time to make educational decisions. The key to the RTI process is the application of scientifically based interventions that have been demonstrated to work. A goal of the RTI process is to apply accountability to educational program by focusing on programs that work rather than programs that simply look, sound, or feel good. In California, the state has merged both Response to Instruction AND Response to Intervention into RtI[2.]

Revising – A part of writing and preparing presentations concerned chiefly with a reconsideration and reworking of the content of a text relative to task, purpose, and audience; compared to *editing*, a larger-scale activity often associated with the overall content and structure of a text; see also *editing*, *rewriting*

Rewriting – A part of writing and preparing presentations that involves largely or wholly replacing a previous, unsatisfactory effort with a new effort, better aligned to task, purpose, and audience, on the same or a similar topic or theme; compared to *revising*, a larger-scale activity more akin to replacement than refinement; see also *editing*, *revising.*

Rich Task - A specific activity designed to allow students to demonstrate knowledge through a practical, real-world activity. Rich tasks encourage children to think creatively, work logically, communicate ideas, synthesize their results, analyze different viewpoints, look for commonalities and evaluate findings. Much of what it takes to make a rich task "rich" is the environment in which it is presented, which includes the support and questioning that is used by the teacher and the roles that learners are encouraged to adopt. That is, an environment in which learners are not passive recipients of knowledge, accepting what is given, but independent assertive constructors of their own understanding who challenge and reflect.

Rigor- creating an environment in which each student is expected to learn at high levels, each student is supported so that he or she can learn at high levels, and each student demonstrates learning at high levels.

Rigor and Relevance Framework – *see also DOK, Levels of Thinking, Bloom's Taxonomy, Cognitive Rigor, Rigor and Relevance Framework).*   The Rigor/Relevance Framework is a tool developed by the International Center for Leadership in Education to examine curriculum, instruction, and assessment. The Rigor/Relevance Framework is based on two dimensions of higher standards and student achievement. The Knowledge Taxonomy is based on Bloom's 6 Levels while the Application Taxonomy, developed by Dr. Willard Daggett, defines the following continuum: 1) knowledge in one discipline; 2) apply in discipline; 3) apply across disciplines; 4) apply to real-world predictable situations; 5) apply to real-world unpredictable situations. The Framework has four quadrants, with Quadrant A representing simple recall and basic understanding. Quadrant C embraces higher levels of knowledge. Quadrants B and D represent action or high degrees of application.
http://www.leadered.com/pdf/R&Rframework.pdf

SAT (Standardized Achievement Test) - Also known as the SAT Reasoning Test (formerly called Scholastic Aptitude Test), this test is widely used as a college entrance examination. Scores can be compared to state and national averages of seniors graduating from any public or private school.

Scaffolding – Temporary guidance or assistance provided to a student by a teacher, another adult, or a more capable peer, enabling the student to perform a task he or she otherwise would not be able to do alone, with the goal of fostering the students´ capacity to perform the task on his or her own later on*

Short research project – An investigation intended to address a narrowly tailored query in a brief period of time, as in a few class periods or a week of instructional time

Six Shifts – Referring to the pedagogical "shifts" required by the Common Core for curricular materials and classroom instruction. For instance, Shift 1 in ELA is "Balancing Informational & Literary Text". http://www.engageny.org/sites/default/files/resource/attachments/common-core-shifts.pdf

Source – A text used largely for informational purposes, as in research.

Standard English – In the Standards, the most widely accepted and understood form of expression in English in the United States; used in the Standards to refer to formal English writing and speaking; the particular focus of Language standards 1 and 2 (CCSS, pp. 26, 28, 52, 54).

Scientifically/Evidence - based Research - Research that involves the application of rigorous, systemic, and objective procedures to obtain reliable and valid knowledge relevant to educational activities and programs.

Smarter Balanced (SBAC) - Smarter Balanced is a state-led consortium developing assessments aligned to the Common Core State Standards in English language arts/literacy and mathematics that are designed to help prepare all students to graduate high school college- and career-ready. Florida is not a member of the Smarter Balance consortium.

Standards for Mathematical Practice (SMP's) - The 8 mathematical practices, as described in the CCSS that are a guide to good math instruction and a way to approach teaching common core mathematics so that students develop a mathematical mindset and see math in the world around them. http://www.corestandards.org/math/practice

Standardized Test - A test that is in the same format for all who take it. It often relies on multiple-choice questions and the testing conditions—including instructions, time limits, and scoring rubrics—are the same for all students, though sometimes accommodations on time limits and instructions are made for disabled students.

Summative Assessment – An assessment of learning in which the focus is on determining what the student has learned at the end of a unit of instruction or at the end of a grade level (e.g., through grade-level, standardized assessments.)

Thematic Units - A unit of study that has lessons focused on a specific theme, sometimes covering all core subject areas. It is often used as an alternative approach to teaching history or social studies chronologically.

Technical subjects – A course devoted to a practical study, such as engineering, technology, design, business, or other workforce-related subject; a technical aspect of a wider field of study, such as art or music

Text complexity – The inherent difficulty of reading and comprehending a text combined with consideration of reader and task variables; in the Standards, a three-part assessment of text difficulty that pairs qualitative and quantitative measures with reader-task considerations (CCSS, pp. 31, 57; Reading, pp. 4–16)

Text complexity band – A range of text difficulty corresponding to grade spans within the Standards; specifically, the spans from grades 2–3, grades 4–5, grades 6–8, grades 9–10, and grades 11–CCR (college and career readiness)

Textual evidence/Text dependent - Facts, figures, details, quotations, or other sources of data and information that provide support for claims or an analysis and that can be evaluated by others; should appear in a form and be derived from a source widely accepted as appropriate to a particular discipline, as in details or quotations from a text in the study of literature and experimental results in the study of science.

Tier One words - The words of everyday speech usually learned in the early grades, albeit not at the same rate by all children. They are not considered a challenge to the average native speaker, though English Language Learners of any age will have to attend carefully to them; see *general academic words and phrases.*

Tier Two words - Words that are far more likely to appear in written texts than in speech. They appear in all sorts of texts: informational texts (words such as relative, vary, formulate, specificity), technical texts *(calibrate,itemize, periphery)*, and literary texts *(misfortune, dignified, faltered, unabashedly)*. Tier Two words often represent subtle or precise ways to say relatively simple things: *saunter* instead of *walk*, for example. Because Tier Two words are found across many types of texts, they are highly generalizable.

Tier Three words - Words that are specific to a domain or field of study *(lava, legislature, circumference, aorta)* and key to understanding a new concept within a text. Because of their specificity and close ties to content knowledge, Tier Three words are far more common in informational texts than in literature. Recognized as new and "hard" words for most readers (particularly student readers), they are often explicitly defined by the author of a text, repeatedly used, and otherwise heavily scaffolded (e.g. made part of a glossary).

Unit of Study – A series of specific lessons, learning experiences and related assessments, based on designated Priority and Embedded Standards for a topical, skills-based focus that occurs over an extended period of time.

Universal Access (UA) - The practice of embedding flexible strategies into the curriculum during the planning process so that all students can access a variety of learning solutions

Valid - An adjective that describes the value of a test. Tests can have content validity, criterion validity, construct validity, consequential validity, and face validity. (See fair and reliable.)

Vertical Alignment/Learning Progressions - Planning curriculum across the grade levels, from Kindergarten through high school, building upon instruction based upon standards.

With prompting and support/with (some) guidance and support - See *scaffolding*

* Though Vygotsky himself does not use the term *scaffolding*, the educational meaning of the term relates closely to his concept of the zone of proximal development. See L. S. Vygotsky (1978). *Mind in*

society: The development of higher psychological processes. Cambridge, MA: Harvard University Press.

Math Glossary can be found at:

http://www.corestandards.org/Math/Content/mathematics-glossary/glossary

ELA Glossary

http://www.corestandards.org/assets/Appendix_A.pdf

ELD Glossary

http://www.cde.ca.gov/sp/el/er/documents/sbeeldglossary.pdf