|  |  |
| --- | --- |
|  | **District Assessment System Design Toolkit**  *Workshop #1* |
| *Vocabulary Activity* |

**Developed By**

|  |  |  |
| --- | --- | --- |
| **Joseph Martineau** | Senior Associate |  |
| **Kathy Dewsbury-White**  **Ed Roeber** | President & Chief Executive Officer  Assessment Director |  |
| **Ellen Vorenkamp** | Assessment Consultant |  |
| **Steven Snead**  **Jonathan Flukes** | Supervisor, Curriculum & Instruction Unit  Research, Evaluation, & Assessment Consultant |  |

# Workshop #1 Vocabulary Activity

This document provides the materials needed for the vocabulary activity of workshop 1. For this activity, the next pages provide cards to print and cut out, with a card for each vocabulary term, two cards for examples of each term, and a card for the group to create their own example of each term.

Note that it may be necessary to modify the cards to account for what is common in a particular district.

|  |  |  |  |
| --- | --- | --- | --- |
| Vocabulary Term | Example | Example | Your Example of |
| *Teacher controls timing and content* | A teacher plans her lessons for the week and makes an end-of-week quiz for the weeks’ worth of lessons. | A teacher plans her lessons to include mid-unit checks after each topic in the day’s lesson. | *Teacher controls timing and content* |
|  |
| Vocabulary Term | Example | Example | Your Example of |
| *Teacher controls timing, district controls content* | A teacher uses the district’s unit plan, but she spends a couple of additional days to ensure students are on track, and then administers the common end-of-unit assessment. | The district assigns each department to create common end-of-unit tests with flexibility to reorder units if appropriate and to complete them slower or faster depending on student needs. | *Teacher controls timing, district controls content* |
|  |
| Vocabulary Term | Example | Example | Your Example of |
| *Teacher controls*  *Timing, state controls content* | A teacher takes advantage of optional state-developed end-of-unit, midterm, and final exams for state-required high school courses. | A district has teachers select from one of three state-approved end-of-unit assessments to use whenever they complete a unit. | *Teacher controls timing, state controls content* |
|  |
| Vocabulary Term | Example | Example | Your Example of |
| *District controls timing and content* | A district adopts a commercial assessment that covers grades K-8 to be administered at the start, middle, and end of the year. | A district assigns each department to create common midterm and final exams. | *District controls timing and content* |
|  |
| Vocabulary Term | Example | Example | Your Example of |
| *District controls timing, state controls content* | A state offers end-of-unit assessments based on four common definitions of scope and sequence. The district adopts one definitions and sets a date when each unit must be completed. | A state pays for students to take an optional pre-college-admission test sometime during freshman year. | *District controls timing, state controls Content* |
|  |
| Vocabulary Term | Example | Example | Your Example of |
| *State controls*  *timing and content* | A state pays for high school Juniors to take a college-admission exam on a specific date each year. | The state assessment in mathematics is given to third through eighth graders within a two-week window each spring. | *State controls timing and content* |
|  |
| Vocabulary Term | Example | Example | Your Example of |
| *Small Unit* | Five lessons | Two weeks | *Small Unit* |
|  |
| Vocabulary Term | Example | Example | Your Example of |
| *Large Unit* | Half a semester | A month | *Large Unit* |
|  |
| Vocabulary Term | Example | Example | Your Example of |
| *Marking Period* | A semester | A course | *Marking Period* |
|  |
| Vocabulary Term | Example | Example | Your Example of |
| *Course of Study* | A group of courses culminating in an advanced placement course. | Grades K-12 | *Course of Study* |
|  |
| Vocabulary Term | Example | Example | Your Example of |
| *Assessment FOR Learning* *Mindset* | A state of mind that approaches assessment as a tool to maintain a feedback loop between student and teacher. | A teacher provides several rounds of ungraded feedback on a unit writing assignment. | *Assessment FOR Learning* Mindset |
|  |
| Vocabulary Term | Example | Example | Your Example of |
| *Assessment OF Learning* *Mindset* | A state of mind that approaches assessment as a tool for grading student achievement. | An orchestra teacher grades sight reading and practiced musical performance to assign chairs to students for the semester. | *Assessment OF Learning* Mindset |
|  |
| Vocabulary Term | Example | Example | Your Example of |
| *Assessment FOR Learning* *Mindset* | A state of mind that approaches assessment as a tool to facilitate learning. | A teacher checks in on students’ understanding multiple times during a lesson to make rapid course corrections. | *Assessment FOR Learning* *Mindset* |
|  |
| Vocabulary Term | Example | Example | Your Example of |
| *Assessment OF Learning* *Mindset* | A state of mind that approaches assessment as a tool to evaluate learning. | A teacher assigns weekly homework that is used in grading. | *Assessment OF Learning* *Mindset* |
|  |
| Vocabulary Term | Example | Example | Your Example of |
| *Formative* *Assessment* (*FOR Learning)* | A teacher develops a small-group classwork project, shares the rubric with the class, observes each group based on the rubric, and asks each group to identify with her where their project falls on the rubric. | A teacher creates a mid-lesson quiz on addition with regrouping with half of the items requiring regrouping. She identifies students who got regrouping items wrong and the others right for small-group instruction during the second half of the lesson. | *Formative* *Assessment (FOR Learning)* |
|  |
| Vocabulary Term | Example | Example | Your Example of |
| *Summative* *Assessment (OF Learning)* | A final paper | A college admission exam. | *Summative* *Assessment (OF Learning)* |
|  |
| Vocabulary Term | Example | Example | Your Example of |
| *Minisummative* *Assessment OF Learning)* | A commercial K-12 assessment that given three times per year in Reading and Mathematics | Grades K-12 | *Minisummative* *Assessment (OF Learning)* |
|  |
| Vocabulary Term | Example | Example | Your Example of |
| *Large-Unit Interim*  *Assessment (OF Learning)* | A midterm presentation. | An assessment addressing a month’s worth of units. | *Large-Unit Interim* *Assessment (OF Learning)* |
|  |
| Vocabulary Term | Example | Example | Your Example of |
| *Small-Unit Interim* *Assessment (OF Learning)* | A weekly writing assignment | Tests administered every two weeks. | *Small-Unit Interim* *Assessment (OF Learning)* |
|  |