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|  | **District Assessment System Design Toolkit**  *Workshop #1, Advance Reading #2* |
| *Vocabulary of Assessment* |

**Developed By**

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# Key Vocabulary

The vocabulary of assessment is fractured, in that the same terms mean different things to different people, and different terms mean the same thing to different people. To make it possible for a district Design Team to share the same vocabulary with consistent meaning, it is important to settle on the vocabulary used for this project. In developing this vocabulary, a variety of terms used in assessment were distilled into a small collection of key terms and definitions that are consistent with the most common. This was done to avoid any unnecessary confusion associated with changed meanings for the majority of participants. There are multiple tables below that group associated vocabulary terms based on similarity. Each table gives the terms, their definitions, and examples.

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| Vocabulary Term | Definition | Example | Example |
| Control over Timing | Who (teacher, school, district, state, vendor) has the authority to specify when assessment will take place | 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. |
| Control over Content | Who has the authority to control what content assessment covers | 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. |
| Lesson | A single day (or no more than a few days of instruction covering a narrow set of content) |  |  |
| Small Unit | A unit of curriculum and associated instruction no larger than approximately three weeks | Five lessons | Two weeks |
| Large Unit | A unit of curriculum and associated instruction larger than three weeks and smaller than a marking period | Half a semester | A month |
| Marking Period | A unit of curriculum and associated instruction in which a student gets a final evaluation of performance | A semester | A course |
| Course of Study | A unite of curriculum and associated instruction larger than a marking period. | A group of courses culminating in an advanced placement course. | Grades K-12 |
| Assessment FOR Learning Mindset  (formative assessment) | A state of mind that approaches assessment as a tool to maintain a feedback loop between student and teacher. | A teacher plans several mid-lesson check-ins to receive feedback and provide feedback about learning and instruction to make rapid course corrections if needed. | A teacher provides several rounds of ungraded feedback on a unit writing assignment. |
| Assessment OF Learning Mindset | A state of mind that approaches assessment as a tool for evaluating student achievement. | Any student work that is graded | An orchestra teacher grades sight reading and practiced musical performance to assign chairs to students for the semester. |
| Formative Assessment  (assessment for learning) | 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. |
| Summative Assessment (OF Learning) | A final measure of learning. | A final paper | A college admission exam. |
| Minisummative Assessment OF Learning) | An interim measure of learning that is based on the complete set of content of a marking period or course of study. | A commercial K-12 assessment that given three times per year in Reading and Mathematics | Grades K-12 |
| Large-Unit Interim  Assessment (OF Learning) | An interim measure of learning before the final measure, based on a relatively large subset of the content of an entire marking period | A midterm presentation. | An assessment addressing a month’s worth of units. |
| Small-Unit Interim Assessment (OF Learning) | An interim measure of learning before the final measure, based on a relatively small subset of the content of an entire marking period. | A weekly writing assignment | Tests administered every two weeks. |