

NPS Instructional Glossary

This document is provided to establish a shared understanding of education labels within the district.

Standard-Standards are learning statements that describe what educators want students to learn and be able to do as a result of their experiences in school. Standards should provide the foundation for every school's curriculum and instructional program. In Nebraska all public schools are required to accept the state adopted standards.

Standards typically include 1) what content we want students to learn, 2) what we want students to be able to do in relation to the content, 3) and *sometimes* includes a description of how well students are expected to do those things. Frequently we mistake proficiency for a certain % correct.

Unwrap, unpack, deconstruct, all mean the same thing, to break apart the standard to create a shared understanding or knowledge of that standard. (What does this standard mean? What are the learning targets? What would it look like if a student could do this? What is the level or rigor required by standard?) If completed correctly, we come up with a good assessment design.

Priority Standard-(AKA- promise standard, essential standard, power standard) NPS uses the reference of priority standard.

Selected standard that will be a focus of instruction where evidence of student achievement will be collected upon and a mark/grade will be assigned to the student's collection of work. (PLC teams will work through a REAL document as a method for scoring, ranking and selecting priority standards)

R=Readiness; Does this standard prepare students for future grade levels and content levels?

E=Endurance: Is this standard valuable over time

A=Assessments: Does this standard adequately prepare students for national or state assessments?

L=Leverage: Is this standard useful in multiple disciplines?

Learning Target-specific and clearly stated objectives for what students should know and be able to do within a broader academic standard. Some standards encompass several and some just a few.

Objective: In respect to curriculum, objectives are learning targets. In respect to the Instructional Model, objectives refer to what a student will know and be able to do during a lesson. Sometimes a lesson objective may also be the same as a learning target.

Proficiency Target: Emphasizes solely what a student needs to be able to do in order to be considered proficient against the priority standards. It does not differentiate between levels but rather defines the criteria that is used to determine proficiency.

Proficiency Scale: Learning targets are organized from simple to complex within one scale. The scale shows a learning progression for each prioritized standard

Common Formative Assessment : Teacher teams work together to develop assessment items to establish learning checks and formulate decisions for continued and future teaching.

Summative Assessment: Assessments that result in a mark/grade of student progress, also known as benchmarks, state assessments, district benchmarks, end of unit tests, end of course exams. These scores are used for accountability and report cards. Sometimes summative tests can become formative depending upon the situation.

Evidence collection: There are multiple direct and indirect methods that can be used to collect evidence of student competency. Evidence collection is a series of learning instances where teachers can make judgements based upon students performance and participation. Examples include but are not limited to exams, quizzes, projects, participation, demonstrations, etc...

Standard Based Reporting: Reporting of student progress on the report card against priority standards.

Target Based Grading: Grading day to day student evidence against learning targets.

Homework: Practice course work that is done outside of class that supports the development of skills and knowledge against identified priority standards and specific learning targets.

Grades: symbols, words, or numerals that teachers assign to evidence on student learning to signify different levels of achievement. Grades on report cards are used to communicate their summary judgments of students' performance during a marking period. (aka: mark)

- Has always included professional judgment

- Must be based on careful analysis of evidence while considering the validity

- No single piece of evidence yields an accurate grade

- Teachers must be able to defend grades

- Teachers must have evidence on student learning to support their decisions.

Purpose of Grading:

The purpose of grading is to describe how well students have achieved specific learning expectations based on evidence gathered from a collection of evidence, learning tasks, assignments, assessments, or other demonstrations of learning. Grades are intended to inform parents, students and others about learning success and to guide improvements when needed. Grades can also be used as a method of determining awards, honors and prerequisites for programs and advanced courses.