

Backwards Design	Planning that starts by looking at the end product that we expect students to achieve by the end of a unit of study. Lessons are then planned to help students reach that end performance goal. Also known as backward mapping or Universal Backward Design (McTighe).
Benchmark/ STAAR Simulation	Assessment closely aligned to STAAR in composition and rigor, includes both content standards previously taught and content standards to follow in the scope and sequence. Designed in a sense to provide an assessment ceiling and floor; usually administered in the Fall or Winter. The STAAR Simulation should be viewed as pre-assessment for STAAR. NOT USED FOR A GRADE
Bloom's Taxonomy	A hierarchical listing of learning levels, from basic to challenging (knowledge, comprehension, application, analysis, synthesis, evaluation).
Checkpoint	Cumulative summative assessments of content standards taught at that point in the scope and sequence. Tests administered throughout the school year to give teachers immediate, feedback on how their students are performing. Regular use of benchmark assessments is seen by many as a tool to boost student achievement.
Concept	An abstract idea that points to a larger set of understandings, (e.g., peace, democracy, culture, power, nationalism, imperialism, war, etc.) (Center for Performance Assessment).
Complexity	The extent to which intricate tasks or ideas challenge students' minds; can also refer to the number of variables or facets of something with which one must interact in order to understand and apply it. (Wormeli)
Concept inventory	A criterion-referenced test designed to evaluate whether a student has an accurate working knowledge of a specific set of concepts. To ensure interpretability, it is common to have multiple items that address a single idea. Typically, concept inventories are organized as multiple choice tests in order to ensure that they are scored in a reproducible manner, a feature that also facilitates administration in large classes.
Content	Information or essential meaning students need to know in a given standard or component of a standard in a course of study (Center for Performance Assessment).
Content Standards	The knowledge and skills expected of students at certain stages in their education. In other words, academic content standards describe what students should know and be able to do.

Differentiated Instruction	A teacher proactively plans varied approaches to what students need to learn, how they will learn it, and/or how they can express what they have learned in order to increase the likelihood that each student will learn as much as he or she can as efficiently as possible (Tomlinson).
Essential Question	Identifies conceptual and factual understandings to be investigated within the Big Idea. An essential question is open-ended (cannot be answered "yes" or "no") and communicates the fundamental and crucial elements of the content (Center for Performance Assessment).
Feedback	Telling students what they did, no evaluative component, and helping them compare what they did with what they were supposed to do. (Wormeli)
Formative Assessment	Frequent and ongoing assessment, completed enroute to mastery; ongoing assessment could be considered as “ checkpoint ” on students’ progress and the foundation for feedback given- considered the most useful assessment teachers can provide for students and for their own decisions. (Wormeli) Or An appraisal or evaluation that is used to drive instruction, NOT as a grade. Formative assessments help teachers to plan lessons by identifying areas of student strengths and needs.
High Quality Assignments	<ul style="list-style-type: none"> • Should include clear expectations for the quality of student’s work and outline a sequence of concepts and skills students are to master in the process; the clarity can be provided either through rubrics, by discussing the criteria for work to meet the teacher expectations. • Should address fundamental concepts and be TEKS based; aligned to the district curriculum • Should identify and require students to use cognitive skills associated with critical thinking; academic rigor of the reading text or problem(s) and of the expectations of student’s final product to demonstrate mastery.
Proficient	The level of performance students must meet to demonstrate competency in a particular standard or set of standards
Scaffolding	Instructional strategy used to offer students a system of support, (e.g., a vocabulary list of definitions, a visual example showing how to design a word web, the use of both visual and verbal directions, etc.) for achieving competence in the learning tasks. Based on Vgotsky's ZPD (Jamie McKenzie) (Center for Perf. Assess.).

Summative Assessment	The process of evaluating and grading the learning of students at the end of a unit or instructional period. This may include tests, research papers, essays, projects or portfolios. The summative assessment should reflect the formative assessments that precede it.
Learning transfer	Students transfer learning in one context to another context that share similar characteristics.
Authentic Performance Tasks	Students are given the opportunity to show their learning or perform real life situation under real-life circumstances
Gradual Release of Responsibility	I do, you watch; I do, you help; you do, I help you; YOU DO, I watch Also Model, guided Practice, Independent Practice, Independent use of all Strategies