

## Definition of Terms

**Assessment claims** are broad evidence-based statements about what students know and can do as demonstrated by their performance on the assessment. Grades 3–8 and Grade 11 each have one overall claim encompassing the entire content area for ELA/literacy and one for mathematics. For each content area, there are four specific content claims. Students will receive a score on each overall claim and scores for the specific content claims.

**Assessment targets** connect the CCSS to evidence that will be collected from the assessment. The targets map the standards in the CCSS onto assessment evidence that is required to support the content categories and claims. Assessment targets are used to guide the development of items and tasks that will measure the CCSS.

**DOK: Depth of Knowledge.** (Webb) This refers to the Cognitive Demand of a task How deeply students must understand the related content to complete the necessary tasks.

- Level 1-Recall & Reproduction
- Level 2-Skills and Concepts
- Level 3- Strategic Thinking
- Level 4-Extended Thinking

**Learning Target:** (Student friendly learning target) The outcome of the lesson in student friendly language. Describes what the student will be able to do after the lesson. These are standards or parts of standards; they may be pre-requisites for mastering a particular standard; not to be confused with instructional objective; this is what the teacher hopes to accomplish or sees as the outcome of a unit of study, and includes measurable performance and performance conditions.

Ex: Learning Target: I can identify an acute, obtuse, and right angle.

Ex: Instructional Objective: Given a variety of 2D geometric figures, students will be able categorize the figures based on their attributes through multiple graphic organizers. (Venn Diagram, Table, Match)

By contrast here is a Standard: (4.G.2) Classify two-dimensional figures based on the presence or absence of parallel or perpendicular line, or the presence or absence of angles of a specified size. Recognize right triangles as a category , and identify right triangles.

Assessment target for that 4.G.1: (1.L) Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

Learning Progression: A learning progression is a carefully sequenced set of building blocks that students must master en route to mastering a more distant curricular aim. These building blocks consist of subskills and bodies of enabling knowledge. (Popham, 2007)

Success Criteria: A description of how students will demonstrate mastery work together to communicate exactly where student learning and what it will take to get there (Moss & Brookhard,)

### Common Ambiguous Terms - Not Measurable

Know  
Understand  
Appreciate  
Grasp the significance of  
Become familiar with  
Become aware of  
Learn

### Good Performance Words - Measurable

Select (or choose)  
Identify (or define)  
Solve  
Assemble  
Adjust (or align)  
Name  
Demonstrate