

Assessment Terms Educators Need to Know (Developed by Char Shryock, PARCC ELC, Bay Village Schools)

| Abbreviation | Term | Definition |
|--------------|---|--|
| PARCC | Partnership for Assessment of Readiness for College and Careers | Consortium of 23 states working together to develop assessments to align to the new English Language Arts and Math Common Core standards. Ohio is a governing state. |
| | Assessment Literacy | <i>"Assessment literacy is present when a person possesses the assessment-related knowledge and skills needed for the competent performance of that person's responsibilities. " W.James Popham</i> |
| ECD | Evidence Centered Design | Model of developing assessments where the "claims" for student performance are used to work backwards to build the assessment - and then the lesson design. |
| ONLS | Ohio's New Learning Standards | Ohio has developed Science and Social Studies state standards grade prek - 12 and has adopted the Common Core State Standards for Math and English Language Arts. There are also new standards in Foreign Language, Phys Education, Fine Arts, Business and Career Tech. |
| CCSS | Common Core State Standards | Standards for English Language Arts and math - adopted by 45 states. Standards are a listing of the skills/knowledge students need to know by grade level. |
| Curriculum | | Curriculum is locally developed. It is the "how" we help students get to the point that they know or can do what the standards describe for each grade level. |
| OACS-e | Ohio's Academic Content Standards - extended | Ohio's New Learning Standards expressed in grade bands k-2, 3-5, 6-8 showing vertical progression across the grade levels. In addition, a "continuum" of complexity within the |

| | | |
|------|------------------------------------|--|
| | | standards was developed to help find entry points for students who have cognitive disabilities. This is a good tool for teachers who are differentiating in their classrooms. |
| ELA | English Language Arts | |
| NGAs | Ohio's Next Generation Assessments | Ohio will be using assessments developed by PARCC for ELA and math but will be developing its own assessments for social studies and science. The assessments will be given in grades 3-11 and will include performance assessments, end of year assessments, and end of course assessments. The assessments are designed to be given on the computer and will be web-based. |
| LEA | Local Education Agency | Bay Village City Schools |
| SEA | State Education Agency | Ohio Dept of Education |
| EOY | End of Year | Sometime used interchangeably with EOC. This can refer to a test given at the end of the year - it can also be used when talking about a reporting period. |
| EOC | End of Course | Sometimes used interchangeably with EOY. Usually used to refer to a test - similar to a final exam. |
| PBA | Performance Based Assessment | Sometime called "authentic tasks" These are multiple part test items that require students to apply what they know to a problem, do more critical thinking or analysis, work through multiple step problems |
| RTTT | Race to the Top | National education initiative being headed by the US Dept of Education. Ohio is a RTTT state and has received funds to implement programs related to - CCSS, teacher evaluation, and assessment. Bay is not a RTTT district - which |

| | | |
|-------|---|---|
| | | means we have not directly received RTTT funds, nor have we been held to the same timeline for implementing evaluation systems for teachers and admins. |
| OPES | Ohio Principal Evaluation System | Rubric based system to evaluate district administrators. 4 categories = accomplished, proficient, developing and ineffective. 50% of the evaluation is based on student growth and 50% is based on professional standards for administrators. Will be implemented for the 2013-2014 school year. |
| OTES | Ohio Teacher Evaluation System | Rubric based system to evaluate district teachers. 4 categories = accomplished, proficient, developing and ineffective. 50% of the evaluation is based on student growth measures and 50% is based on professional standards for educators. Will be implemented for the 2013-2014 school year. |
| eTPES | Ohio Teacher and Principal Evaluation Systems | Web-based tool to help track the evaluation info for OTES and OPES. |
| SGMs | Student Growth Measures | A method for determining how much academic progress students are making by measuring growth between two points in time. Districts can use approved SGMs that appear on the Ohio vendor list or may develop their own. If there is a state test in the grade or content area, it must be used as at least 10% of the student growth measure. |
| SLOs | Student Learning Objectives | Developed locally, these can be used to develop local |

| | | |
|-----|----------------------------------|---|
| | | Student Growth Measures. Any grade/course can use a local growth measure - these are especially important for grades/courses that do not have state tests. |
| VA | Value- Added | Value-Added analysis is a statistical method used to measure schools' and districts' impact on the rate of student progress from year to year. It is a growth measurement that will enable schools and districts to better determine the impact of their curriculum and instructional practices on student achievement. The formula for determining value added is not public. School data is available on the EVAAS website. |
| IIS | Instructional Information System | Website that will allow districts statewide to share assessment questions, import student assessment data, manage hybrid courses and store aligned lesson plans. |
| LMS | Learning Management System | Online course platform...Programs like Blackboard, Moodle and Edmodo allow for assignments to be grouped in "folders" that students access during the course, discussion boards, one on one teacher communication and real time group sharing can all take place through this platform. |
| FIP | Formative Instructional Practice | Establishing clear learning targets for students; collecting and documenting accurate evidence of student learning; providing effective feedback; and preparing students to engage in self-assessment, peer feedback, and goal setting. |
| OBR | Ohio Board of Regents | Governing board for colleges. Contributing to the college readiness discussion. |

| | | |
|----------------------------|---|--|
| RFP | Request For Proposal | Document that vendors would respond to in order to submit proposals for a project. |
| RFQ | Request for Qualifications | Allow vendors to tell ODE what qualifications their products that meet |
| ELL | English Language Learners | Students who speak English as a second language. |
| Form | | A version of a test |
| PBL | Project Based Learning | Real - world learning, students are given a problem or task that they have to solve/research. Often combines multiple subject areas. |
| Interdisciplinary Teaching | Related terms: Cross Curricular, Integrated | Connecting similar themes or standards across content areas. |
| ESC | Educational Service Center | Regional support agencies for school districts. ESC staff have subject area expertise. They provide workshops, training and support to their partner school districts. |
| Co - teacher | Instructional Format | Pairing a content area teacher with a special education teacher. The content teacher focuses on helping students to learn about the subject. The Special Education teacher |
| PLC | Professional Learning Community | A way to think about how to collaborate with teacher colleagues and administrators to share best teaching practices, discuss student data and make instructional plans |
| EBSR | Evidence Based Selected Response | Assessment Item Type - 2 Part Multiple Choice questions that allow students to show evidence to support their answers. |

| | | |
|------|---|---|
| TECR | Technology Enhanced Constructed Responses | Assessment Item Type - Question that allows students to use some form of interactive tool to help them model their thinking, show an answer or understand the question. Includes drag and drop, interactive graphics, graphs, simulations |
| PCR | Prose Constructed Response | Assessment Item Type - will be used on Performance Based Assessment to allow students to write an analysis essay using evidence from the text passages they read in the test to support their answers. |
| MYA | Mid Year Assessment | This is a formative/practice assessment that can be used to help students prepare for the PBA assessment. |