

# **SAS Glossary of Terms**

**Active Engagement:** All students are actively learning, interacting with others, and responding to instruction.

**Alignments:** Strands of information related to the connection between standard, anchor, anchor descriptor, and eligible content.

**Assessment:** A process that is used by teachers and students before, during, and after instruction to provide feedback and adjust ongoing teaching and learning to improve student achievement.

**Auditory:** Auditory learners prefer use of listening to learn and process information.

**Benchmark Assessment:** Measures achievement of important grade level content periodically during the year in order to provide feedback about how students are progressing toward demonstrating proficiency.

**Big Ideas:** Declarative statements that describe concepts that transcend grade levels. Big Ideas are essential to provide focus on specific content for all students.

**Bloom's Taxonomy- Application (Applying):** Student uses information in new ways (implementation).

**Bloom's Taxonomy- Analysis (Analyzing):** Student can distinguish between different parts, compare, etc.

**Bloom's Taxonomy- Comprehension (Understanding):** Student explains information or concept; construct meaning.

**Bloom's Taxonomy- Creation/Synthesis (Creating):** Student can create/develop something new based on information; put together a variety of elements or reorganize elements.

**Bloom's Taxonomy- Evaluation (Evaluating):** Student can justify or argue for/against; make judgment based on criteria.

**Bloom's Taxonomy- Knowledge (Remembering):** Student recalls or remembers relevant information.

**Competencies:** Describe what students can do.

**Concepts:** Describe what students should know (key knowledge) as a result of this instruction specific to grade level.

**Curriculum Framework:** Specifies what is to be taught for each subject in the curriculum. In Pennsylvania, Curriculum Frameworks include Big Ideas, Concepts, Competencies, and Essential Questions aligned to Standards and Assessment Anchors and, where appropriate, Eligible Content.

**Diagnostic Assessment:** Ascertains, prior to instruction, each student's strengths, weaknesses, knowledge, and skills. Establishing these permits the instructor to remediate students and adjust the curriculum to meet their unique needs.

**Differentiated Learning:** Varying instructional approaches based on student readiness, interest, and/or learning style to provide multiple pathways for learning and understanding information. Content, process, or product can be differentiated based on student needs and interests.

**End of Unit Assessment:** A short assessment using various item types designed to assess the achievement of key concepts and competencies presented in the Unit and Lesson Plans.

**Essential Questions:** Questions connected to the SAS framework and are specifically linked to the Big Ideas. They should frame inquiry, promote critical thinking, and assist in learning transfer.

**Exemplars:** Exemplars of student work, (e.g. performance tasks) are designed to show students understanding, use, and/or application of higher-level cognitive knowledge and skills. Typically the tasks are designed in a "real world" or authentic context. Performance assessments permit educators to observe students while they are performing or to evaluate products created or produced. Typically these evaluations are based on pre-specified criteria (rubrics).

**Explicit Instruction:** Directing student attention toward specific learning in a structured environment focused on producing specific learning outcomes. Involves modeling skills, and behaviors, think alouds, setting a purpose, and guided practice

**Formative Assessment:** Used by both teachers and students during instruction to provide feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes.

**Grade Level/Course:** A level of student academic development or course of study.

**Higher Order Thinking:** Teacher engages students in higher order thinking skills (Higher Order Thinking Skills are: Analyzing, Evaluating and Creating/Synthesis).

**Inquiry Based:** A learning process through questions generated from the interests, curiosities, and perspectives/experiences of the learner. The learner generates questions, then follows a learning process/cycle to investigate and answer the question.

**Instruction:** Aligned Instruction comprises teaching topics aligned with the Standards, ensuring the right level of challenge, focusing teaching based on the learning needs of each student, implementing instructional strategies to increase student achievement.

**Intervention:** An intervention is a systematic attempt by educators to provide students with research based supports that ensure meaningful access to the general education curriculum. These data-based interventions ensure students are provided with supports they need to meet and exceed grade level Standards.

**Kinesthetic/Tactile:** Students with this learning style prefer use of body and sense of touch to learn and process information.

**Learning Progressions:** A learning progression is a carefully sequenced set of building blocks that all students must master en route to mastering a more distant curricular aim. These building blocks consist of Eligible Content and pre-requisite knowledge.

**Lesson Plan:** A written guide that specifically outlines the intended learning outcomes. It provides clear learning objectives, instructional procedures, strategies, resources and materials, and tools to assess student progress.

**Materials and Resources:** Includes the Voluntary Model Curriculum (VMC) incorporating learning progressions, units, lesson plans, and content resources aligned to the Pennsylvania Standards in curriculum frameworks for the four major content areas (mathematics, science, social studies, reading-writing-speaking-listening). Learning progressions span grades K-12 and include what all students should know and be able to do as a result of successfully moving through grades K-8 and by taking specific courses in grades 9-12. The courses are Algebra I, Algebra II, Geometry, Biology, Chemistry, Physics, World History, (1450-present) US History (1590-present), Civics and Government, English Composition and Literature.

**Metacognition:** Refers to an individual's awareness of his or her cognitive processes and strategies. It involves self-regulation, reflection upon an individual's performance strengths, weaknesses, learning and study strategies.

**Modeling:** Involves demonstrating specific behaviors, language, actions, and patterns of an expectation.

**Musical/Rhythmic:** Students with this learning style prefer using sounds, rhythms, and patterns to learn and process information.

**Nonlinguistic Representation:** The teacher provides ongoing instruction and explicit guidance in helping students to create nonlinguistic representations for acquiring knowledge within or across subject areas. Examples of nonlinguistic representations include: movement, images, sounds, various graphic organizers, etc.

**Objectives:** The goal(s) of the unit and a subsequent measure of the student's performance.

**Professional Learning Communities:** A tool that allows educators to communicate and collaborate with educators from across the Commonwealth via communities, threaded discussion forums, and blogs.

**Project Based Learning:** An instructional approach built upon authentic learning activities that engage student interest and motivation. They are designed to answer a question or solve a problem and generally reflect the types of learning and work people do in the everyday world outside the classroom.

**Response to Instruction and Intervention( RtII):** RtII is an early intervening strategy and carries dual meaning in Pennsylvania. It is a comprehensive, multi-tiered, standards aligned strategy to enable early identification and intervention for students at academic or behavioral risk. Additionally, RtII may be considered as one alternative to the aptitude-achievement discrepancy model for the identification of students with learning disabilities after the establishment of specific progress measures.

**Safe and Supportive Schools** – This element supplies resources and exemplars to promote active student engagement in a safe and positive learning environment. It includes resources for engagement, school safety, and environment.

**Scaffolding:** An instructional technique whereby the teacher models the desired learning strategy or task, then gradually shifts responsibility to the students.

**Simulation:** Staged replication of an event or concept through the teacher’s manipulation of the classroom setting in order to enhance students’ understanding of the nature of the concept or event.

**Standards:** Pennsylvania Standards describe what students should know and be able to do. They increase in complexity and sophistication as students climb in grade level.

- **Common Core Standards-** Promoted by the Council of Chief State School Officers, are defined as a clear and consistent framework to prepare our children for college and the workforce.
- **Early Learning Standards-** The Pennsylvania Early Childhood Education Standards are research-based standards that identify key learning areas of development for children and are reflected in the Core Body of Knowledge competencies.
- **English Language Proficiency Standards-** Standards designed to address the proficiency levels of our ELL learners.
- **Keystone Standards-** Standards that define the course essentials for proficiency in their respective Keystone Exams.
- **Student Interpersonal Skills Standards** – Standards that address the skills students need to empower themselves and to successfully navigate the social world of family, school, college, and career connections not only in America but in the world of the 21st century and the global marketplace.

**Standards Aligned System:** A collaborative product of research and good practice that identifies six distinct elements which, if utilized together, will provide schools and districts a common framework for continuous school and district enhancement and improvement. These elements include Clear Standards, Fair Assessments, Curriculum Framework, Instruction, Materials and Resources, and Interventions.

**Subject:** A course or area of study composed of units.

**Summative Assessment:** The goal is to make an overall judgment of student progress made at the end of a defined period of instruction. Summative assessments may occur at the end of a school level, grade, or course, or are administered at certain grades for purposes of state or local accountability.

**Unit Plan:** A segment of the learning progression focused on a critical topic or theme necessary for success within a course/grade level. Each unit includes samples of sequenced lesson plans.

**Visual/Spatial:** Students with this learning style prefer using images, pictures, colors, and maps to learn, organize, and process information

**Verbal/linguistic:** Students with this learning style prefer using words, both oral and written, to learn and process information.

**Webb's Depth of Knowledge:** Measures the levels of knowledge that are extracted from students on assessments to determine what students are expected to know and do.

- **Recall-** Students can recall a fact, information, or procedure.
- **Skill/Concept-**Students can use information or conceptual knowledge, follow or select appropriate procedures, follow two or more steps with decision points along the way, solve routine problems, and or organize/display data.
- **Strategic Thinking-**Requires students to use reasoning, develop a plan, develop a sequence of steps to a problem; requires some decision making and justification; abstract and complex; often having more than one possible answer.
- **Extended Thinking-** Students investigate, process multiple conditions, apply learning to real work/life situations; requires time to research, think, and process multiple conditions of the problem or task across disciplines.