

Academic Language and How it Intersects with the PPR Test

CONSTRUCTIVIST MODELS

The underlying concept within the constructivism learning theory is the role which experiences- or connections with the adjoining atmosphere-play in student education. The constructivism learning theory argues that people produce knowledge and form meaning based upon their experiences.

INTERDISCIPLINARY LEARNING

Interdisciplinary learning, sometimes known as interdisciplinary studies, is a planned approach promotes the development and application of what has been taught and learned in new and different ways.

PBIS- Positive Behavior Intervention Systems/Positive Classroom Behavioral Supports (PCBS), refers to positive and proactive classroom management support for all students. This includes effectively teaching an evidence-based core curriculum and establishing, teaching, and reinforcing positive behavioral expectations.

FORMAL ASSESSMENT

Formal assessments are systematic, preplanned tests that allow us to measure how well a student has mastered learning outcomes. The goal of formal assessment is to measure the amount of knowledge that students have retained from what they were taught. Formal assessments are typically standardized, scored, and used to compare students. They are usually the assessments used to determine a student's grade in a course. Examples of formal assessments include quizzes, assignments, and projects.

NORMATIVE ASSESSMENT

The term normative assessment refers to the process of comparing one test-taker to his or her peers. Norm-referenced assessment can be contrasted with criterion-referenced assessment and ipsative assessment. You usually hear the term normative group, or norm group, in discussions

of tests and measures. It refers to the sample of test-takers who are representative of the population for whom the test is intended

RUBRIC

In education terminology, rubric means "a scoring guide used to evaluate the quality of students' constructed responses" A scoring rubric is an attempt to communicate expectations of quality around a task. In many cases, scoring rubrics are used to delineate consistent criteria for grading. For example, a rubric for an essay might tell students that their work will be judged on purpose, organization, details, voice, and mechanics. A good rubric also describes levels of quality for each of the criteria.

BLOOM'S TAXONOMY

Bloom's taxonomy was developed to provide a common language for teachers to discuss and exchange learning and assessment methods. ... The goal of an educator using Bloom's taxonomy is to encourage higher-order thought in their students by building up from lower-level cognitive skills. Taxonomies are classification systems based on an organizational scheme. In this instance, a set of carefully defined terms, organized from simple to complex and from concrete to

abstract, provide a framework of categories into which one may classify educational goals.

DIFFERENTIATED INSTRUCTION

Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction. Examples of differentiating content at the elementary level include the following:

1. *Using reading materials at varying readability levels*
2. *Putting text materials on tape*
3. *Using spelling or vocabulary lists at readiness levels of students*
4. *Presenting ideas through both auditory and visual means*
5. *Using reading buddies*

RTI

Simply put, Response to Intervention (RTI) is a framework for implementing proactive data-driven decision making. It provides teachers with better, more timely information about students to improve student learning and performance. There are three tiers of intervention after students are assessed and thus categorized.

Tier 1 – Level of instruction found in general education classrooms.

Tier 2 – More deliberate, direct and explicit in how students are taught and how feedback is modeled, and details provided.

Tier 3 – Intensive instruction, including the introduction of a specialist with specific expertise to weigh in on the situation.

CURRICULUM ALIGNMENT

In the context of education, alignment can be broadly defined as the degree to which the components of an education system—such as standards, curricula, assessments, and instruction—work together to achieve desired goals. Authentic assessment is aligned with the curriculum. When assessment is aligned with instruction, both students and teachers benefit. Students are more likely to learn because instruction is focused and because they are assessed on what they are taught.

SCOPE AND SEQUENCE

Scope refers to the breadth and depth of content and skills to be covered. Sequence refers to how these skills and content are ordered and presented to learners over time.

STUDENT PROGRESS CHARTS ADDRESSING NEEDS AND PERSONAL GOALS

Data is one of the most powerful tools to inform, engage, and create opportunities for students along their education journey—and it is much more than test scores. Data helps us make connections that lead to insights and improvements. Data drives instruction!! Students need to see their own data and make decisions on where they need to improve and where they are competent.

SCAFFOLDING

In education, scaffolding refers to a variety of instructional techniques used to move students progressively toward stronger understanding and, ultimately, greater independence in the learning process. In early childhood education, scaffolding can be implemented in many ways. For example: If a child knows how to draw a straight vertical line, you can then show them how to draw a straight horizontal line. Once those two skills are mastered, they can put it together to draw a square

UNDERSTANDING THE PROCESS OF COLLABORATION AND PLCs

A professional learning community, or PLC, is a group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students