

Central Falls High School Expanded Learning Opportunities Vocabulary

Assessment	Activities that provide information about student’s understanding and skill in a specific topic --Classroom Assessment & Grading That Work -- Marzano, 2006
Benchmark Activities	A series of small projects that provide a foundation to complete the final project.
Collaborative Learning	When students and educators work together to search for understanding of a concept, find solutions to a problem, or to create a product together. Educators facilitate this kind of learning where students explore and apply course material.
Competencies	Knowledge, skills, and/or behaviors students must master in a specific content and/or performance area.
Formative Assessment	Determines what students know, provides guidance to students for improvement and indicates adjustments to learning and teaching activities.
Hands-on Learning	When students learn by doing. Instead of watching or observing a lesson, a student gets to participate. For example, rather than reading about how local politics work, a student meets the mayor. Example: Rather than learning about recycling, a student volunteers at a recycling center for a day.
Learning Goals	The specific concepts, content knowledge, and skills that the student is expected to learn.
Mastery	The consistently successful application of a set of knowledge (facts), skills (processes), and behaviors (actions) to complex problems and novel situations. In order to achieve Mastery, students must be able to demonstrate Proficiency through a preponderance of evidence of attainment of the required competencies in and/or across a content area. ~QED Foundation
Performance Traits	Characteristics that demonstrate that a student is achieving the learning goals. You will see this word used in the rubrics.
Proficiency	Students demonstrate proficiency when they demonstrate that they have mastered the competencies (skills/set of behaviors) by applying or performing what they have learned in different ways and contexts.
Rigor	Learning that is rigorous challenges the student to grow intellectually and emotionally. The student will be able to master challenging tasks, be reflective about their own learning, analyze a complex situation and problem solve creatively (International Center for Leadership in Education, 2007).
Rubric	A specific set of rules, instructions and/or questions that will assist the ELO-Student in the creation and completion of their final product and presentation. Rubrics help a student and mentors understand what success looks like and help guide the student to that point. When used as an assessment, rubrics provide a structure to measure success.
Summative Assessment	An evaluation of students’ learning that comes at the completion of the ELO.
Please continue to keep a list of new words you learn.	