

Glossary

21st Century Skills

Knowledge and skills necessary for young people to live and work in today's highly-competitive global economy. These skills include:

- Mastery of Core Subjects and 21st Century Themes:
 - Global Awareness
 - Financial, Economic, Business and Entrepreneurship Literacy
 - Civic Literacy
 - Health Literacy
 - Environmental Literacy
- Learning and Innovation Skills
- Information, Media and Technology Skills
- Life and Career Skills

(Partnership for 21st Century Skills, 2009)

Alignment

The extent to which the assessment and learning activities align with identified goals. (Understanding By Design, 2005)

Analytic Rubric

An analytic rubric divides a product or performance into distinct traits or dimensions and judges each separately. Since an analytic rubric rates each of the identified traits independently, a separate score is provided for each. (McTighe/Wiggins, Understanding By Design, 2005)

Assessment

Techniques used to analyze student accomplishment against specific goals and criteria. Assessment techniques include tests, exhibits, interviews, surveys and observation. (Wiggins/McTigue, 2005-Understanding By Design)

Assessment System

A balanced assessment system is comprised of formative and summative assessments administered on both a large scale and at the classroom level. In this context, "balanced" does *not* refer to assessments that are of equal weight (Redfield, Roeber, & Stiggins, 2008).

Authentic Assessment

An assessment composed of performance tasks and activities designed to simulate or replicate important real-world challenges. The heart of authentic assessment is realistic performance-based testing—asking the student to use knowledge in real-world ways, with genuine purposes, audiences and situational variables. (McTighe/Wiggins, Understanding By Design, 2005)

Backward Design

A process to designing a curriculum or unit that begins with the end in mind and designing toward that end. Although such an approach seems logical, it is viewed as backward because many teachers begin their unit design with the means (textbooks, favored lessons, and time-honored activities) rather than deriving these from the end. (McTighe/Wiggins, Understanding By Design, 2005)

Bloom's Revised Taxonomy

In 1956, Benjamin Bloom headed a group of educational psychologists who developed a classification of levels of intellectual behavior important in learning. During the 1990's a new group of cognitive psychologists, lead by Lorin Anderson (a former student of Bloom's), updated the taxonomy reflecting relevance to 21st century work. The graphic is a representation of the *new* verbiage associated with the long-familiar Bloom's Taxonomy. http://www.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm

Classroom Assessment

Assessment that provides feedback to students about their performance, sets clear standards for learning, is ongoing so it can be used to monitor student growth and progress and is used to meet the needs of the students. Promotes assessment for learning instead of assessment of learning. (A Teachers Guide to Classroom Assessment – Butler, McMunn, 2006)

Comprehensive School Health Education

The part of a coordinated school health program that includes the development, delivery, and evaluation of planned, sequential, and developmentally appropriate instructions, learning experiences, and other activities designed to protect, promote, and enhance the health literacy, attitudes, skills, and well-being of students from Pre-kindergarten through grade 12.

(Joint Committee of Health Education Terminology, 2001. Report of the 2000 Joint Committee on Health Education and Terminology. *American Journal of Health Education*, 32 (2).)

Coordinated School Health Approach

An organized set of policies, procedures, and activities designed to protect, promote, and improve the health and well-being of students and staff, thus improving a student's ability to learn. It includes, but is not limited to, comprehensive school health education; school health services; a healthy school environment; school counseling; psychological and social services; physical education; school nutrition services; family and community involvement in school health; and school-site health promotion for staff.

Evidence-Based Health Education

The systematic selection, implementation, and evaluation of strategies, programs, and policies, with evidence from the scientific literature that they have demonstrated effectiveness in accomplishing intended outcomes.

Formative Assessment

Ongoing assessments that provide information to guide teaching and learning for improving learning and performance. Formative assessments include both formal and informal methods, such as quizzes, oral questioning, observations and reviews of draft work.

(McTighe/Wiggins, *Understanding By Design*, 2005)

Health Advocacy

The processes by which the actions of individuals or groups attempt to bring about social and organizational change on behalf of the particular health goal, program, interest, or population.

Health Education

Any combination of planned learning experiences based on sound theories that provide individuals, groups, and communities the opportunity to acquire information and the skills needed to make quality health decisions.

(Joint Committee of Health Education Terminology, 2001. Report of the 2000 Joint Committee on Health Education and Terminology. *American Journal of Health Education*, 32 (2))

Health Educator

A practitioner who is professionally prepared in the field of school health education, meets state teaching requirements, and demonstrates competence in the development, delivery, and evaluation of curricula for students and adults in the school setting.

(*Journal of School Health*, January 2002, Volume 72: Number 1)

Health Literacy

The capacities of an individual to obtain, interpret, and understand basic health information and services and the competence to use such information and services in ways that are health enhancing.

(Joint Committee on Health Education -1990)

Health Promotion

Any planned combination of educational, political, environmental, regulatory, or organizational mechanisms that support actions and conditions of living conducive to the health of individuals, groups, and communities.

Healthy Lifestyle

Patterns of behavior that maximize one's quality of life and decrease one's susceptibility to negative health outcomes.

Holistic Rubric

A rubric used to obtain an overall impression of the quality of a performance. Typically, a holistic evaluation yields a single score. Holistic scoring is distinguished from analytic trait scoring, where separate rubrics are used for each separate criterion that makes up an aspect of performance.

(McTighe/Wiggins, *Understanding By Design*, 2004)

Multiple Dimensions of Health

The multiple dimensions of health include: emotional, mental, physical, social, spiritual, occupational, interpersonal and environmental health.

Norm

A designated standard of average performance of people of a given age, background, etc.

Norm-Referenced Assessment

“An assessment where student performance or performances are compared to [those of] a larger group. Usually the larger group or ‘norm group’ is a national sample representing a wide and diverse cross section of students. Students, schools, districts, and even states are compared or rank-ordered in relation to the norm group. The purpose of norm-referenced assessment is usually to sort students and not to measure achievement toward some criterion of performance.”

(National Center for Research on Evaluation, Standards, and Student Testing, 1999)

Performance Assessment

“A form of assessment designed to assess what students know” or should be able to do “through their ability to perform certain tasks.” For example, demonstrating how to refuse pressure to use tobacco, using the Internet to access valid health information about alcohol and other drugs, writing a letter to advocate for safe spaces and facilities for physical activities, or creating a plan to monitor goals related to healthy eating.” (Adapted from Association for Supervision and Curriculum Development)

Performance Indicator

A measure of performance. (What students should know and be able to do in support of a standard.)

Performance Task

A task is a complex assessment challenge that requires the use of one’s knowledge and skill to effectively perform or create a product to reveal one’s understanding or proficiency. (McTighe/Wiggins, Understanding By Design, 2004)

Rationale

Illustrates the importance of each standard and is intended to provide additional clarity.

Reliability

Reliability in measurement and testing refers to the accuracy of the score. Is it sufficiently free of error? What is the likelihood that the score or grade would be constant if the test was retaken or the same performance was scored by someone else? Error is unavoidable; all tests, including the best multiple choice tests, lack 100 percent reliability. The aim is to minimize error to tolerable levels.

(McTighe/Wiggins, Understanding By Design, 2005)

Rubric

A rubric is a criterion-based scoring guide consisting of a fixed measurement scale and descriptions of the characteristics for each score point. Rubrics describe degrees of quality, proficiency, or understanding along a continuum.

(McTighe/Wiggins, Understanding By Design, 2005)

Self-Efficacy

Belief in one’s capabilities to organize and execute a course of action required to produce given attainments.

(Bandura, A. 1997. *Self-Efficacy: The Exercise of Control*. New York:W. H. Freeman and Co., p. 3)

Social Cognitive Theory

A subset of cognitive theory, social cognitive theory is primarily focused on the ways in which we learn to model the behavior of others. Social cognitive theory can be seen in advertising campaigns and peer pressure situations. It is also useful in the treatment of psychological disorders including phobias.

Social Inoculation Theory

A subset of cognitive theory, social inoculation theory emphasizes behavioral rehearsal, where learners become “immunized” by practicing resisting future peer pressure to engage in risky behavior.

Standard

To ask, “What is the standard?” is to question *how well* the student must perform, at *what kinds* of tasks, based on *what content*, to be considered proficient or effective. Thus, there are 3 kinds of standards, *Content standards* answer the question, “What should students know and be able to do?” *Performance standards* answer the question, “How well must students do their work?” *Design standards* answer the question, “What worthy work should students encounter?” (McTighe/Wiggins, Understanding By Design, 2005)

Standards-Based Assessment

Criterion-referenced assessment in which the criteria are taken directly from standards. (Carr and Harris, 2001, p. 185)

Standards-Based Education System

Standards-based education is a process for planning, delivering, monitoring and improving academic programs in which clearly defined academic content standards provide the basis for content in instruction and assessment.

- Standards help ensure students learn what is important, rather than allowing textbooks to dictate classroom practice.
- Student learning is the focus - aiming for a high and deep level of student understanding that goes beyond traditional textbook-based or lesson-based instruction.

A Standards-Based System

Measures success based on student learning. It aligns policies, initiatives, curriculum, instruction, and assessments with clearly-defined academic standards. Noted for using assessment to inform instruction.

Summative Assessment

A snapshot of student performance at a given time, judged according to pre-established standards and criteria. Summative assessment typically leads to a status report on success or degree of proficiency. (Carr and Harris, 2001, p. 186)

Validity

The inferences one can confidently draw about student learning from the results of an assessment.

- Does the test measure what it purports to measure?
- Does the assessment correlate with other performance results that educators consider valid?
- Does the small sample of questions or tasks accurately correlate with what students would do if tested on everything that was taught?
- Do the results have predictive value, that is, do they correlate with likely future success in the subject?

Some or all of these questions must have a “yes” answer for an assessment to have validity. (McTighe/Wiggins, Understanding by Design, 2004)