

PPAT® Assessment Glossary

Adaptations

The changes made by a teacher candidate to a lesson or assessment components, usually to the lesson format or to a test that allows students to participate in the lesson or the assessment. For example, adaptations can include use of different or additional resources, assistance from another student or adult, and alternative assignments or questions.

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act of 2001 (NCLB) requires all schools, districts/local education agencies (LEAs), and states to show that students are making Adequate Yearly Progress (AYP). The law requires a set target for all students and student subgroups to meet in a progressive nature that would result in all students scoring at or above the proficient level on the state's assessment by 2014.

Analysis

Examination of the parts of a process or a product to determine their relationship. A response that is grounded in evidence and deals with reasons, rationales, and interpretations of data and information.

Artifact

A document used or produced by a teacher candidate when planning instruction, during instruction, or as part of an assessment that will help raters better understand the activity featured in the task. These might include, but are not limited to, student work, a lesson plan(s), a unit plan, an assessment instrument, a rubric, task directions, baseline data, photographs, etc.

Assessment

A process of observing, monitoring, measuring, analyzing, evaluating, documenting, and reflecting for the purpose of adjusting teaching to impact learning, resulting in improved performance.

Formative assessment

A process for gathering evidence of student learning where that evidence is actually used to adapt the teaching to meet the learning needs.

Summative assessment

A process for evaluating student learning at the culmination of a specific body of learning or a given period of time to determine if the intended learning goals have been met.

Formal assessment

A process for gathering evidence of student learning to make general instructional decisions using a standardized, published test or instrument that includes specific procedures for administration and interpretation.

Informal assessment

A process for gathering evidence of student learning to make general instructional decisions using casual, informal techniques that do not require specified procedures for administration and interpretation.

Assessment technique

Methods of eliciting evidence of intended student learning.

Assessment tool

An instrument used to measure intended student learning formally or informally.

Baseline Data

A collection of measurement (e.g., facts and statistics), collected before intervention or before the start of teaching that can be used for planning or analysis. This data can be collected through various measures (e.g. percent accuracy, rate and intervals, frequency, and duration).

Baseline data (e.g., facts and statistics) should always depict the data that has been extracted from the method of assessment (e.g. pre-test, survey, oral fluency, writing sample) and serve as a starting point for instruction. Its purpose is to be described and referenced before the lesson(s) to compare what the students learned after the lesson(s).

Behavior management

The structure and organization of a classroom, including the procedures, rules, and expectations that create a positive learning environment and allow the teacher candidate to best meet the needs of all students.

Classroom assignment

The placement of the teacher candidate in a specific classroom (i.e., grade level and subject area).

Classroom demographics

The makeup of a classroom in terms of the diversity of the students.

Classroom management

The wide variety of skills and techniques that teacher candidates use to keep students organized, orderly, focused, attentive, on task, and academically productive.

Content area

An academic discipline, such as English/language arts, mathematics, science, or history/social studies.

Content-area vocabulary

Academic language (words) used for the subject being studied; vocabulary, grammar, instruction, and assessment strategies are used to highlight the particular language of the content area or discipline and are used in the classroom, in curricular materials, and in presentations.

Critical consciousness

There are many aspects of the learning meaning-making process for students. For the purpose of Task 1, it is important to also include the component of the student learning process that supports students developing a critical consciousness towards the curricula, meaning that culturally responsive teachers facilitate opportunities in which students constructively critique the academic content that's taught and mastered, including the learning materials or lack thereof.

Cultural and linguistic assets

Perceiving students' cultural and linguistic differences as strengths and resources as opposed to challenges and problems. Leveraging students' cultural and linguistic assets (e.g., prior cultural knowledge, community/cultural/familial experiences, bilingualism, etc.) can help support the development of a learning experience that is engaging, personalized, and meaningful.

Data

The information, facts, and statistics gathered to measure student learning. This information may include both quantitative and qualitative data (e.g., anecdotal notes).

Differentiation

Different or altered learning activities employed by the teacher candidate within a lesson to meet the needs of students, allowing them to process constructs or make sense of concepts and ideas.

Diversity

The differences among groups of people and individuals based on age, gender, culture, language, race, ethnicity, religion, exceptionalities, or socioeconomic status.

English-language learner (ELL)

A student who uses a primary language other than English, and who is developing proficiency in English.

Evidence

Any information produced and submitted by a teacher candidate or by a student that documents the teacher candidate's teaching performance and can be linked to the InTASC Model Core Teaching Standards. Evidence can be found in the written commentary and artifacts, including the video.

Evidence of learning

The data gathered through formal and informal assessment strategies that demonstrate student progress toward the learning goals.

Feedback

Information given to a student about how he or she is doing in reference to a learning goal. Effective feedback is goal-referenced, tangible and transparent, actionable, user-friendly (specific and personalized), timely, ongoing, and consistent.

Flexible grouping

The range of instructional options for instruction, including whole class, small group, and independent activities.

Focus students

Selected students who allow a teacher candidate to demonstrate his or her ability to collect information, plan instruction and assessment, make adaptations, and reflect. This includes a range of students with different learning needs.

Formative assessment

See 'Assessment.'

Funds of knowledge

Knowledge and skills that have been collected and developed through experiences with one's family, community, and/or culture and represent a critical, functional component of daily life (Moll, Amanti, Neff, & Gonzalez, 1992). Examples include knowledge and skills related to agriculture, business, household management, construction, repair, and medicine (contemporary or folk).

Graphic representations of collected data

A visual way that data have been gathered and visually displayed (e.g., spreadsheet, graph, pie chart, scatter gram, color coding).

Guiding prompt

A question or statement (within the *PPAT*[®] Assessment) that elicits a teacher candidate's response.

Higher-order thinking

Critical, reasonable, reflective thinking that focuses on deciding what to believe or do by questioning assumptions and using a process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information.

Implications for instruction

Focusing on the concepts or strategies teacher candidates will need to apply in response to new learning.

Individualized Education Program (IEP)

A plan created in accordance with the law to guarantee that a child who has a disability receives specialized instruction and related services.

Instructional challenges

Identified difficulties during instruction that need to be addressed to best meet the needs of all learners.

Instructional decision making

The use of student achievement data to support the choice of instructional strategies used. This can be done before, during, or after a lesson.

Instructional strategies

The approaches and techniques used by the teacher candidate in the classroom to best meet the learning goal(s) and needs of the students.

Knowledge of students

Knowledge of students means that educators continue to acquire information about students' daily cultural practices, lived experiences, home language(s), ways they communicate their ideas and opinions, unique gifts, talents, and learning needs to inform the design of a rigorous, relevant, and student-centered instructional program.

Learning activities

The design of the learning environment and the experiences (e.g., lab work, classroom stations, small group work, large group discussions) provided to students that support and facilitate student learning.

Learning environment

A learning environment is one that is created by educators with their students to include mutually agreed-upon norms, agreements, and affirmations that support warm, inclusive, and welcoming interactions.

Learning goals

The intended learning that students should master, based on standards and curriculum, as a result of instruction.

Learner needs

The identified needs of individual students or subgroups, as determined by daily observation and assessment data, that suggest modifications to instruction. For example, if a student cannot sit still for very long, the teacher candidate will allow the student to stand. For visual and auditory learners, the teacher candidate will show and tell students the instructions.

Learning outcomes

Statements that describe the learning that students will or have accomplished and can reliably demonstrate. Learning outcomes may include knowledge, skills, and dispositions and are more specific than goals.

Learning theory

The conceptual frameworks that explain how information is taken in, processed, and remembered during learning.

Lived experiences

Cumulative knowledge about the self, others, and the world gained through first-hand personal involvement, rather than second- or third-hand accounts.

Modifications

The small changes made to the instruction by a teacher candidate to facilitate learning for specific students' needs (e.g., moving a student to the front of the room).

Monitor

A way to continuously track how students are doing academically, socially, emotionally, and behaviorally.

Performance level

The ability of students (groups or individuals) to demonstrate evidence of learning.

Performance task

An authentic assessment that allows a teacher candidate to apply his or her knowledge and skills. The teacher candidate is able to show a wide range of knowledge and skills through this type of assessment.

Prior knowledge

Students' pre-existing knowledge, skills, beliefs, and attitudes, which influence how they attend, interpret, and organize incoming information.

Protocols, norms, and agreements

Guidelines and "contracts" co-defined by both educators and students that help shape the classroom community and build trusting, supportive relationships. Can include agreed-upon understandings on how to treat one another, engage in discussions, what is "okay" and what is "not okay", etc.

Rationale

The underlying principle or justification for a decision that is made. A rationale should relate to the teaching and learning context as described by the teacher candidate.

Reflection

An analysis of teaching by the teacher candidate that notes which students successfully learned the content and which students did not, what the impact of the teaching practice is, and how the teacher candidate might change the teaching practice to attend to future student needs. Reflection includes thinking about pedagogy, student characteristics, and outcomes. It involves using data to review instructional decisions and improve teaching strategies and learning outcomes. Reflective practice is the capacity to reflect on or review specific incidents of practice as a way of engaging in continuous learning for the purpose of increasing overall teaching effectiveness and student learning impact.

Research-based instructional strategies

Approaches that are grounded in recent, quality research and used by the teacher candidate in the classroom to meet the learning needs of the students and improve achievement.

Resources

The tools used to provide additional support to meet the learning goal(s) and needs of the students.

Rubric

Written criteria for evaluating a performance that indicate the qualities by which levels of performance can be differentiated and that anchor judgments about the degree of success on a teacher candidate's assessment.

Standards — InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0

These standards articulate expectations of performance for the professional educators. The standards are based on theories of teaching and learning and share the expectation that educators will continuously acquire new academic achievement for all students. They are based on a developmental sequence that defines a professional continuum that illustrates how educators' knowledge and skills mature and strengthen throughout their career. Professional teachers and leaders are expected to exercise good professional judgment and use the standards to inform and improve their own practices.

Student engagement

A psychological investment by the students in learning that goes beyond earning formal indicators of success to incorporating and internalizing content and understanding. Engaged students typically appear willing, interested, and involved and gain satisfaction from their accomplishments.

Student teaching

Pre-service clinical practices for professional education candidates who are preparing to teach.

Summative assessment

See 'Assessment.'

Supportive interactions

The ways a teacher candidate provides emotional and/or academic classroom support to help children develop and feel comfortable in the classroom. This could include teacher sensitivity, classroom behavior, and cognitive/instructional development through concept development, feedback, and modeling.

Teacher candidate

An individual enrolled in a program at the baccalaureate or post-baccalaureate level leading to initial licensure/certification as a classroom teacher.

Technology

The application of electronic and other media to facilitate (1) development, delivery, and assessment of instruction, (2) problem solving, (3) personal and professional productivity, (4) the administration of programs, and (5) access to and the exchange of information.

Written commentary

A written response to or an explanation of the guiding prompts within the task directions provided by a teacher candidate.