

Curriculum Glossary

Analyzed Student Work - Student work that has been carefully reviewed and held to the standard to determine if work meets standard and what appropriate next instructional steps are necessary.

Benchmark Assessments - Formative student assessments used throughout a unit or course to guide instruction.

Benchmark Work - Student work that meets the standard and serves as an exemplar of the level and quality of performance needed to demonstrate mastery of the task or standard.

Content Standards - Content standards state what students are expected to know.

Curriculum Alignment - Assuring that the material taught in the school matches the standards and assessments set by the state or district for specific grade levels. The curriculum may also be aligned to resources.

Curriculum Maps - A document that serves as a blueprint to pace instruction over time. Curriculum maps link content, skills and assessment to time and standards, establish standards for mastery of knowledge and skills, provide a framework to assess and evaluate student work, identify areas for integration, and reveal gaps and repetitions within the curriculum.

Dissect Standards - An analysis of a standard and/or element to gain a deeper understanding of the concepts, skills, and knowledge that students need to learn.

End of Course Test (EOCT) - Georgia end-of-course assessments given in core subject areas for grades 9-12.

Formative Assessments - Ongoing assessments designed to identify strengths and weaknesses and impact or inform instruction.

Home/School Notebooks - A small notebook (or agenda) carried back and forth between home and school which provides updates on student performance and information on events and activities. Teachers and parents use the home/school notebooks as a mode for daily or weekly communication.

Horizontal Alignment - Alignment of the curriculum across one grade level or content area.

Performance Standards - Performance standards provide clear expectations for assessment, instruction, and student work. They define the level of work that demonstrates achievement of the standards, enabling a teacher to know “how good is good enough.” Performance standards incorporate content standards, but expand upon them by providing suggested tasks, sample student work, and teacher commentary.

Safety Nets - A system of support developed to meet the needs of students requiring additional support to meet standards. Safety nets may include before, during, and/or after school programs, Saturday school, summer school, etc.

Study Groups - Groups comprised of professionals with similar professional learning needs. The groups work together to study professional literature, student work and best practices in order to improve the quality of instruction and student learning.

Summative Assessments - Cumulative or culminating assessments used to determine mastery of the curriculum objectives or standards.

Tasks - Tasks are complex assessment challenges that require the use of students' knowledge and skill to effectively perform or create a product to show understanding or proficiency.

Teacher Meetings - Meetings led by teachers, teacher leaders, or consultants that focus on best practices that will improve the quality of instruction. These meetings are school-based and focused on the needs of the particular school staff.

Rubrics - Based on a continuum of performance quality and a scale of different possible score points, the rubric identifies the key traits or dimensions to be examined and assessed and provides key features of performance for each level of scoring.

Vertical Alignment - Alignment of the curriculum across several grade levels or content areas.