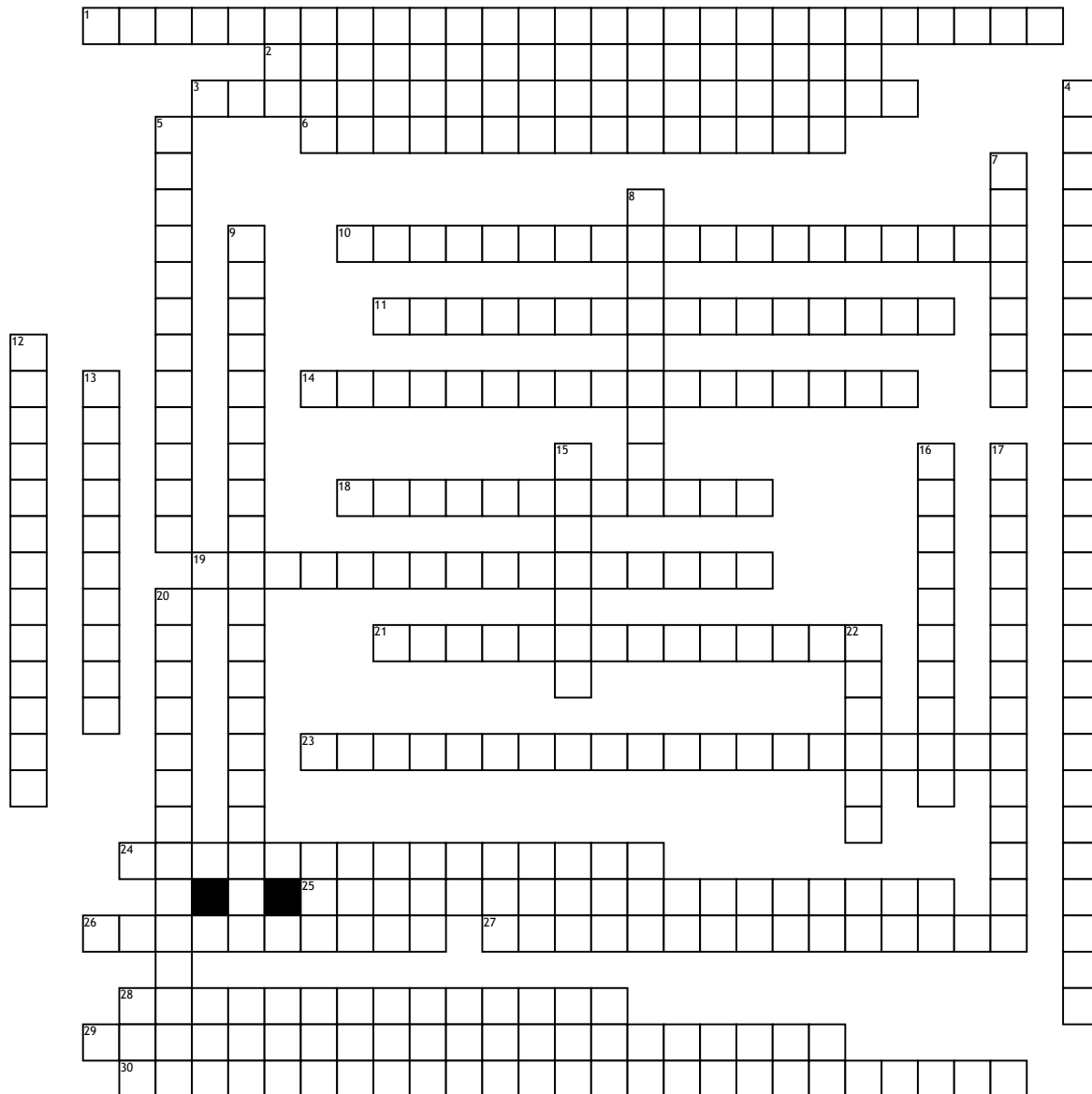


Name: _____

Date: _____

Vocabulary Glossary



Across

1. Includes transitional spelling or other attempts to use skills or strategies just beyond a student's current level/capability.
2. A critical component of mathematical proficiency
3. Assessments are incorporated into classroom practice and can provide information needed to adjust teaching and learning as students approach full mastery of content
6. Refers to common backgrounds and experiences that students bring from the community where they live, such as resources, local landmarks, community events and practices
10. consistencies for different groups of students or individuals that includes descriptions of understandings, misunderstandings, and/or developmental approximations that could explain quantitative patterns
11. Oral and written language used for academic purposes.
14. The content and language focus of the learning task represented by the active verbs within the learning outcomes.
18. Means to support students to revisit and review a topic with a different set of strategies, representations, and/or focus to develop understandings and/or correct misconceptions.
19. The scaffolds, representations, and pedagogical strategies teachers provide to help learners understand, use, and practice the concepts and language they need to learn within disciplines.
21. Refers to the cultural backgrounds and practices that students bring to the learning environment, such as traditions, languages and dialects, worldviews, literature, and art
23. Consistencies for different groups of students or individuals that indicate in a numerical way the information understood from the assessment

24. Instructional strategies, learning tasks and materials, and other resources deliberately designed to facilitate student learning of the central focus.

25. Performance indicators or dimensions that are used to assess evidence of student learning that indicates the qualities by which levels of performance can be differentiated and that anchor judgments about the learner's degree of success on an assessment.

26. Refers to the activities undertaken by teachers and by their students that provide information to be used as feedback to modify teaching and learning activities.

27. Specific ways that academic language (vocabulary, functions, discourse, syntax) is used by students to participate in learning tasks through reading, writing, listening, and/or speaking to demonstrate their disciplinary understanding.

28. The term representation refers both to process and to product

29. The capacity to think logically about the relationships among concepts and situations.

30. An approach selected deliberately by a reader or writer to comprehend or compose text.

Down

4. Conceptual understanding, procedural fluency, and reasoning/problem-solving skills.

5. Includes activities, discussions, or other modes of participation that engage students to develop, practice, and apply skills and knowledge related to a specific learning goal.

7. A positive feeling of esteem or deference for a person and specific actions and conduct representative of that esteem.

8. Includes the structures of written and oral language, as well as how members of the discipline talk, write, and participate in knowledge construction.

9. An assessment given periodically, to determine at a particular point in time what students know and do not know relative to content standards.

12. Literacy skills that students will develop and practice while learning an essential literacy strategy for comprehending or composing text within the learning segment.

13. Includes words and phrases that are used within disciplines including: (1) words and phrases with subject-specific meanings that differ from meanings used in everyday life (e.g., table); (2) general academic vocabulary used across disciplines (e.g., compare, analyze, evaluate); and (3) subject-specific words defined for use in the discipline.

15. A close and harmonious relationship in which the people or groups understand each other's feelings or ideas and communicate well with each other

16. Submitted as part of each task and, along with artifacts, make up your evidence.

17. Specific knowledge needed for reading and writing, including phonemic/phonological awareness; print concepts; decoding; word analysis; sight-word recognition; and spelling, punctuation, or other language conventions.

20. Refers to specific background information that students bring to the learning environment which includes interests, knowledge, everyday experiences, family backgrounds

22. The set of conventions for organizing symbols, words, and phrases together into structures.