

GLOSSARY

The Glossary is an explanation of terms used throughout the document.

ACADEMIC CONTENT STANDARDS

These standards define what students are expected to know and be able to do in English, mathematics, science, social sciences, the arts, second languages (world languages), and physical education.

ARCHETYPAL MODEL

A pattern or model from which other things of the same kind are made; prototype. Each sample includes a general model that can be used many times by the teacher for different activities. It incorporates the differentiation features and serves as a basis for developing specific task demands.

BENCHMARKS

In English, mathematics, science, social sciences, the arts, and physical education, a student's progress toward the Certificate of Initial Mastery can be checked at or about grades 3, 5, 8, and 10. In April 2002, grade-level standards in mathematics were adopted by the State Board of Education. Grade-level standards are expected in English/language arts for grades K-3 in June 2002 and grades 4-8 and CIM in spring 2003.

Note: Teachers who developed the enclosed samples used the standards for 2001-2002.

CAREER-RELATED LEARNING STANDARDS

These standards define fundamental skills in the areas of personal management, problem solving, teamwork, communication, career development, and employment foundations.

CERTIFICATE OF ADVANCED MASTERY (CAM)

An award earned by students who demonstrate application and extension of academic and career-related learning knowledge and skills in new and complex situations appropriate to the student's personal, academic, and career interests and post-high school goals.

To earn a CAM, students must also develop an education plan and build an education profile, participate in career-related learning experiences as outlined in the education plan, and meet specific CIM performance standards in English, mathematics, science and social sciences through CIM assessment options."

CERTIFICATE OF INITIAL MASTERY (CIM)

An award earned by students who have met CIM standards on state tests and classroom work samples in English, mathematics, and science, and local assessments in the arts and

second languages (world languages). Requirements in social sciences and physical education will be phased in as part of the certificate.

COMMON CURRICULUM GOALS

The same course of study (curriculum) used in all Oregon school districts from kindergarten through grade 12. The Common Curriculum Goals include the academic content standards and essential learning skills.

CRITERION-REFERENCED TEST

A test comparing student work to a predetermined level of performance, or standard. The Oregon Statewide Assessment is a criterion-referenced test .

DIFFERENTIATION FEATURES FOR CURRICULUM MODIFICATION

(For more details see Introduction on page 5).

Acceleration – Students are:

- Assigned fewer tasks to master standard of learning
- Assessed earlier or prior to teaching
- Clustered by higher order thinking

Complexity – Students:

- Use multiple higher-level skills
- Have additional variables to study
- Use multiple resources

Depth – Students:

- Study a concept in multiple applications
- Conducts original research
- Develops a product

Challenge – Students:

- Use advanced resources
- Use sophisticated content stimuli
- Make cross-disciplinary applications
- Make reasoning explicit

Creativity – Students:

- Design and/or construct a model based on principles or criteria
- Provided alternatives for tasks, products, and assessments
- Present oral and written communication to a real world audience

GLOSSARY CONTINUED

Norm-Referenced Test

A test comparing student work to a national sample or “norm” group of students.

Oregon Statewide Assessment System

Official name for state tests and work samples.

Organizing Overarching Concepts

Conceptual learning for the gifted puts a premium on providing students with a good scaffolding of important concepts that constitute the structure of each discipline as well as providing them with important pathways between disciplines so that separate aspects of knowledge are understood as being integrated. A conceptual approach to curriculum focuses on large organizational themes and issues in order to frame the curriculum at an appropriate level. Some major concepts used frequently in curriculum development work are:

- Change
- Systems
- Models
- Patterns
- Origins
- Signs and symbols
- Power
- Scales

Organizing Higher Order Skills

Bloom’s Cognitive Taxonomy.

Paul’s Model of Concept Development – history as a study of change over time.

Paul’s Model of Reasoning – historical analysis and interpretation of data.

Performance Standards

These standards define the minimum scores expected of students on state tests and classroom assignments to achieve the benchmarks at grades 3, 5, 8 and 10.

Portfolio

Collection of student’s work.

Proficiency-Based Admission Standards System (PASS)

PASS is being phased in by the Oregon University System to connect standards for college admission with the content standards and benchmarks for the CIM and CAM. The State Board of Education adopted these standards in 1998. They appear annually in this document, aligned with the 10th grade benchmarks in each content area.

Scoring Guide

Specific, consistent criteria on a 1-6 point scale used to evaluate state performance assessments and classroom work samples. Scoring guides may be used by teachers, students, parents, and others.

Teachers who are supporting students in meeting the state standards need to become very familiar with the Official Scoring Guides. **The official guides must be used to assess all work samples for the grades 3-10 benchmarks.** Since the scoring guide serves as the primary assessment tool to determine whether students have met the standards through a collection of work samples, teachers need to carefully align their classroom assessments to the criteria described on the scoring guide.

Copies of 2002-03 scoring guides are on the Web at www.ode.state.or.us/asmt/resource/scorguides/.

Task Demand

For this differentiation curriculum project the components of task demand include:

Archetypal Model
Sample Task Activity
Questions
Implementation Time
Resources
Scoring Guide

Work Samples

Student work scored by a teacher on a 1-6 point scale using the official state scoring guide. This student work may be the product of classroom assignments in the case of writing, speaking, mathematical problem solving, and scientific inquiry, or on-demand assignments in the case of writing and mathematical problem solving.