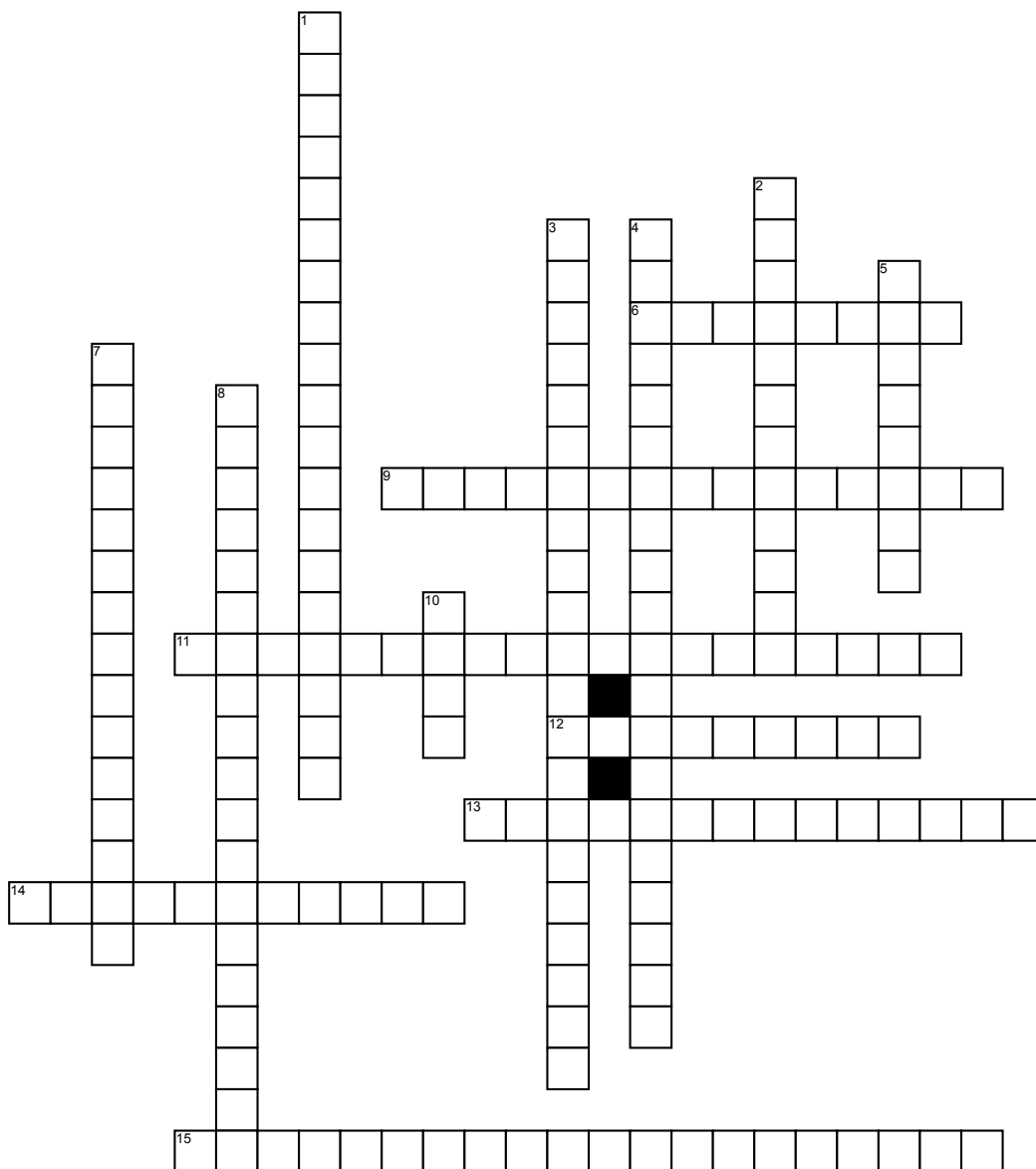


# Chapter 8 Key Terms



## **Across**

**6.** Using standardized tests that do not have conceptual, linguistic, or metric equivalences for cultural or racial population not represented in the normative data

**9.** When the content being assessed is close to that of the curriculum and instruction

**11.** Assignments that provide a grade or score for accountability purposes

**12.** Examples of student work from different performance levels

**13.** The effects of test scores do not take the diverse cultures of students into account

**14.** Providing contextual support using simplified language, teacher modeling, visuals and graphics, cooperative learning, and hands-on experience

**15.** Knowledge that can be recited, such as historical facts

## **Down**

**1.** Assignments used to gauge understanding that happen regularly, and are often not graded

**2.** Relies on culture and shared experiences but does not measure knowledge of culture

**3.** Assigning language use and content knowledge subscores

**4.** Tools used to measure understanding based on classroom instruction and real life applications

**5.** Accuracy of inferences made of student knowledge and/or performance based on their performance on assessment

**7.** having negative feelings towards students who speak a different language, dialect, or accent

**8.** Shows what students can do with their knowledge

**10.** Reduces the validity of an assessment given to students