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. Consistencies for different groups of students or individuals that includes descriptions of understandings, misunderstandings, and/or developmental approximations that could explain quantitative patterns
4. The term representation refers both to process and to specific background information that students bring from the community within which they live, such as resources, local landmarks, community events and practices
5. Represents by which levels of performance can be differentiated and that anchor judgments about the learner’s degree of success on an assessment.
6. Refers to common backgrounds and experiences that consistencies for different groups of students or individuals
7. Refers to specific background information that students bring from the community within which they live, such as resources, local landmarks, community events and practices
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
10. Oral and written language used for academic purposes.
11. The context and content focus of the learning task represented by the active verbs within the learning outcomes
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
14. The content and language focus of the learning task represented by the active verbs within the learning outcomes
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
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
20. Refers to specific background information that students bring to the learning environment which includes interests, knowledge, everyday experiences, family backgrounds
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
22. Consistencies for different groups of students or individuals that indicate in a numerical way the information understood from the assessment.

Down
1. Instructional strategies, learning tasks and materials, and other resources deliberately designed to facilitate student learning of the central focus.
2. 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.
3. 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.
4. 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.
5. The term representation refers both to process and to specific background information that students bring from the community within which they live, such as resources, local landmarks, community events and practices
6. Refers to the assessment that indicate in a numerical way the information understood from the assessment
7. 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.
8. 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.
9. A positive feeling of esteem or deference for a person and specific actions and conduct representative of that esteem.
10. Instructional strategies, learning tasks and materials, and other resources deliberately designed to facilitate student learning of the central focus.
11. Refers to processes and procedures that teachers provide to help learners understand, use, and practice the concepts and language they need to learn within disciplines.