

# Glossary

## STANDARDS-REFERENCED REPORTING

**Alignment** – The directness of the link among standards, district curriculum, instructional practices, assessments, and student performance.

**Differentiation** - Through standards-referenced reporting, teachers are able to design multiple instructional strategies to provide varied learning opportunities based on students' individual performance level, including remediation and enrichment.

**Evidence** - Demonstrations of learning, which may include teacher- and student-generated assessments, teacher observation, student projects, etc.

**Growth Mindset** - The student belief that they can learn anything through practice and effort and that their intelligence is not fixed but can grow over time. Students with a growth mindset are those who persevere when work is hard; who are persistent.

**Multiple Assessment Opportunities** – Evaluation of student learning by providing enough opportunities for the student to demonstrate mastery of a standard and avoiding relying on one assessment to measure learning.

**Process Skills** - Factors and habits of work that support student learning (such as responsibility, time management, respectfulness). These are portable skills that students can take with them to the next level of learning, including college and career.

**Proficiency** – Having or demonstrating an expected degree of knowledge or skill.

**Proficiency Scale** - Proficiency scales are standardized at the district level for each course to allow teachers and students to track progress toward mastery of a standard. It is a document that organizes the progression of learning for students to move from the foundational skills to proficiency and possibly beyond in adopted standards.

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## STANDARDS-REFERENCED REPORTING

**Standard** – The broadest, most general form of a learning expectation from which more specific grade level curriculum is developed. Content standards describe what students are expected to know and be able to do and are adopted by the Oklahoma State Department of Education.

- **Priority Standards** - The most critical learning outcomes students need for success at the next level.
- **Supporting Standards** - Standards that help students achieve mastery of the priority standards, but are not specifically reported out.

**Standards-Referenced Assessments** – Assessment in which the criteria for evaluating student achievement are taken directly from the standards.

**Standards-Referenced Reporting** – A system in which classroom curriculum is designed to help teachers and students track progress towards mastery of standards. Standards-referenced reporting provides teachers, students, and parents with accurate information about a student’s performance in reference to the standards in which they are asked to master.