

Appendix A

Definitions

Advanced Placement (AP)

An intensive program of college level curricula and examinations developed by the College Board that provides high school students with an opportunity to earn advanced placement, college credit, or both at participating colleges and universities across the country. The AP program offers students an opportunity to develop their academic strengths through rigorous curricula and challenging national examinations and exposes them to academic experiences usually recovered for college students.

Classroom Assessment Scoring System (CLASS)

A classroom observation tool developed at the University of Virginia's Curry School of Education. It aims to provide a common lens and language focused on classroom interactions that encourage student learning. The CLASS tool organizes teacher-student interactions into three broad domains: Emotional Support, Classroom Organization, and Instructional Support.

Curriculum Framework

A curriculum framework is an organized plan or set of standards or learning outcomes that defines the content to be learned in terms of clear, definable standards of what the student should know and be able to do. The Virginia Department of Education (VDOE) has produced a curriculum framework for the state, while localities also write and implement district frameworks.

Degrees of Reading Power (DRP)

The Degrees of Reading Power (DRP) tests are holistic measures of how well students understand the meaning of text. The tests are criterion-referenced (meaning they compare students' performance to achievement criteria) and allow precise tracking of a student's reading development over time. They do not measure products of reading (such as main idea and author's purpose) but rather the process of reading.

English for Speakers of Other Languages/High Intensity Language Training (ESOL/HILT)

The English for Speakers of Other Languages/High Intensity Language Training (ESOL/HILT) program of Arlington Public Schools serves students from diverse linguistic and cultural backgrounds.

Formative Assessments

Formative assessment is defined as "...feedback targeted to curriculum benchmarks" (Pollock & Ford, 2009). Such feedback enables teachers to determine to what extent students are learning curriculum objectives. Based on research findings regarding the usefulness of formative assessment, Marzano (2003) recommends implementing "...an assessment system that provides timely feedback on specific knowledge and skills for specific students" (page 39). Also, effective use of formative

assessment involves using that feedback for planning and instruction, setting benchmarks for progress, and monitoring the implementation of the plans with regard to student achievement of the anticipated benchmarks.

International Baccalaureate (IB)

An International Baccalaureate (IB) is an academic program licensed by the International Baccalaureate Organization (IBO) that, upon successful completion, results in the distribution of a high school degree. The curriculum emphasizes the importance of international awareness and responsible citizenship for students.

Intensified English

Advanced English classes open to students who demonstrate higher than average academic performance on SOL scores and grades and to students who demonstrate the capacity to perform at higher than average levels.

Norm Referenced Assessment

Norm-referenced assessments/scores tell how a student or group performed relative to a norm group. The most common type of norm group for standardized achievement tests is a group of students at a given grade level from across the nation who are selected to be representative of students throughout the country. Scores for norm-referenced tests are usually reported as percentile ranks. A score of the 75th percentile means that the student scored as well as or better than 75 percent of the students in the norm group. Other score types include NCEs (Normal Curve Equivalents) and stanines.

APS Comprehensive Assessment Inventory <http://www.apsva.us/site/Default.aspx?PageID=1234>

Percentile Rank

Percentile Rank. A percentile rank (PR) score is a type of norm referenced score. A PR score indicates the percentage of pupils in the reference or norm group whose scores for a test fell below a particular pupil's raw score. The reference group is usually selected by the publisher of the test to represent the average school in the district, state, or country. A student's PR score will change for different reference groups.

APS Comprehensive Assessment Inventory <http://www.apsva.us/site/Default.aspx?PageID=1234>

Scope and Sequence

An outline of skills and information to be taught, typically arranged by grade-level or course.

Sheltered Instruction Observation Protocol (SIOP)

A framework for organizing instruction with the main goals of improving academic content skills and language skills.

Summative Assessments

A tool that provides data on what students have learned over a long period of time. These assessments are typically administered at the end of a unit of study or school year. For example, the SOL exams are summative assessments.

Standards of Learning (SOL)

The Virginia Board of Education's curriculum objectives that describe the commonwealth's expectations for student learning and achievement in grades K–12 by subject.

Unadjusted Data

Data that include all students which has not been filtered to remove certain groups of students. In calculating accreditation and AYP, allowances are made for certain groups of students (e.g., students who speak little or no English, students who pass retakes of tests after receiving remedial instruction, etc.). These allowances result in adjusted pass rates which are used to determine accreditation ratings.