

Chapter 2 Definitions

Constructed-response exercises: Item formats that require that students generate their own answer to a question—for example, short-answer and extended-response exercises and show-the-work math or science problems.

Domain of learning: A description of all possible questions and tasks implicated by a standard or other learning goal.

Knowledge learning goals: Facts, concepts, and procedures, usually discipline specific, that students will learn and understand.

Lesson learning target: A description in student-friendly language of what students will be trying to learn in a lesson.

Performance assessment: Assessment of a student process or product, or both, using observation and judgment based on criteria. Performance assessments have two parts: a task or tasks and rubrics or some other scoring scheme.

Performance skill learning goals: Real-time demonstrations, presentations, or physical performances that students will learn to carry out.

Personal communication: Gathering information about what students know through oral interaction—for example, asking questions during instruction, listening during student discussion, giving oral exams, and interviewing.

Product learning goals: Artifacts students will be able to produce.

Reasoning learning goals: Thought processes students will learn to apply.

Selected-response items: Item formats that require that students recognize and choose a correct answer—for example, multiple-choice, true/false, matching, and fill-in items.

State standards: Descriptions or statements about expectations for student learning, usually organized by content area and grade level, that have been officially adopted by state departments of education to apply to all public education in the state.

Success criteria: Qualities that students and their teachers will look for in students' work as evidence of the level of student learning.

Taxonomy: An organizational scheme in education applied to classifying learning goals by levels of complexity.

Teacher instructional objective: Descriptions or statements about what students will know and be able to do after one lesson or a series of lessons within a unit of instruction.

Unit learning goal: Descriptions or statements about expectations for student learning for a portion of the curriculum, typically for a unit of instruction. What's in an Assessment?