

## **Glossary: Alignment with Standards**

**Differentiated Instruction:** instruction which identifies and addresses differences in learners to include preferred learning modalities, active and successful participation of the learner, and appropriate scaffolding from the teacher.

**Direct Instruction:** teacher explains the concept directly to the student.

**Fragile Understandings:** The student only appears to know the concept imbedded in the standard. The student is so locked into a routine of the context in which the student learned the concept that the student cannot generalize the concept beyond that context.

**Habits of Mind:** thinking strategies that have become so practiced that a student engages them automatically. Good habits of mind allow the student to develop critical perspective, in-depth knowledge, application, generalization, imagination, and the ability to evaluate results.

**Instructional Sensitivity:** the notion that if tests are truly aligned with content standards then those tests will be able to give teachers meaningful information about their instruction.

**Instantiate:** 'to provide an instance' of how the standard looks and feels.

**Interactive Assessment:** The teacher asks sequenced questions to guide student understanding. The student's response guides the teacher's next question. The interactive question-response gradually re-structures content for the student.

**Learning Progression:** a sequence of steps or levels by which a student develops conceptual understanding. Teachers may devise a variety of learning progressions through which students can acquire a concept.

**Teaching FOR Learning:** teaching which supports independent student participation in learning; transforming standards into learning targets meaningful for students.

**Teaching to the Test:** instruction focused on the same objectives which test items are constructed to measure. "Teaching to the test" is opposed to "teaching the test."

**Understanding by Design:** a structured approach to learning which identifies outcomes and "designs down" to create learning progressions by which students can successfully achieve those outcomes.

Zone of Proximal Development: This is the point at which the student can successfully manage the learning independently, perhaps with some gentle questioning, or “scaffolding,” from the teacher, or, in more extreme cases, with direct instruction from the teacher.