PART 9

ADDITIONAL RESOURCES
GLOSSARY OF TERMS & RESOURCES

**Analytic Scoring** – Assigning separate scores for each criteria – most appropriate for classrooms.

**Anchor** – An example that is used to “anchor” the meaning of a quality descriptor for a rubric – an example of student work or performance that provides clarification of a rubric criterion.

**Anticipatory Set** – An activity done by the students (not the teacher) in which the students mentally engage with the content they are about to learn.

**Assessment** – The deliberate measuring of the extent of what students know, can do, or understand for the purpose of generating information (which could be in numerous forms) that will be used for coaching or other means to improve performance. In classroom situations if grades/marks are generated, with assessment, they are changeable.

**Closure** – An activity in which the students (not the teacher) mentally engage with the content they have learned.

**Cloud, Sprinkle, Shower, Soak, drip, Drip, DRIP** – A metaphorical tool for conveying a curriculum planning and delivery model based on pre-instruction (early seeding and exposure to initial learning), main instruction (The Soak Phase), and ongoing revisiting, extending and deepening (the expanding drips).

**Clouds** – A metaphorical tool for conveying a curriculum planning and delivery model based on pre-instruction (early seeding and exposure to initial learning), main instruction (Soak), and ongoing revisiting, extending and deepening (the expanding drips).

**Coaching Rubric** – A set of criteria used to coach students to excellence and the corresponding excellent grade or mark.

**Context** – A term that encompasses the entire learning environment including lighting, sound, movement, temperature, approaches, etc.

**Corrective** – The two-part experience designed for teachers to support students who have NOT demonstrated the desired levels of learning on a “Demonstration Opportunity.” The first phase of a “corrective” is the teaching/learning event during which the students are expected to learn the targeted objective(s) The instruction should be done in a manner different from those that were already utilized but were clearly not successful. The second phase is independent practice.

**Criteria** – Those components (or attributes) of a product, performance, or process that are essential for a high quality result and the expected standards of performance for each.
Criticism – Externally controlled, evaluative, corrective information provided. (See feedback.)

Demonstration Opportunities – The situations established by teachers for students to show the extent of what they have learned as will be measured using specific criteria for purpose of coaching or documenting. They can be, but are not limited to, tests, essays, projects, rehearsals, and tasks.

Distributed Practice – Opportunities for the students to practice again (spread over extended time) what they are being asked to learn. Distributed practice should be selected to reinforce the memory curve within the unit and from previous units. It should also be used to seed the next lessons or units.

Drip – Metaphorical label for each event of revisiting content from the larger metaphor “Clouds, Sprinkle, Shower, Soak, drip, Drip, DRIP.” Drips are the vehicle for distributed practice and incremental development. When used effectively, the drips are used to develop deeper and more lasting proficiency, understanding or application. When written, the expanding size of the word “drip” is used to convey that the revisits of content continue to go deeper over time.

Exemplar – An example displaying excellence – an exemplary example – an example that shows superior work.

Extrinsic Motivation – A term for motivation caused by outside incentives, bribes, or threats.

Evaluation – The deliberate measuring of the extent of what students know, can do, or understand for the purpose of generating a grade, mark, portfolio component or narrative that conveys the extent of the students’ knowledge at a given point in time. In classroom situations, the grades/marks generated by an evaluation are NOT changeable.

Feedback – Learner controlled/requested evaluative, corrective information.

Flow – A human state that is identified by Mihaly Csikszentmihalyi as optimal for learning.

Fluff – A non-complimentary term for those things done in a classroom to improve the learning context.

Freedom and Independence Key – The need of people to have a sense of autonomy – to have meaningful and valued choices – to NOT feel controlled or dominated by others – to have power over and within their environment.

Fun and Enjoyment Key – The need of people to feel enjoyment – to have fun.

Guided Practice – Practice students are asked to do with the support/presence of the teacher after the students have shown they can do what is being learned but are not yet ready to be left on their own for independent practice.

Holistic Scoring – Assigning a single score to work based on an overall impression – most appropriate at system levels.
**Incremental Development** – The process of gradually deepening the extent and/or breadth to which the students are taught a concept or skill over numerous lessons and units.

**Independent Practice** – Practice students are asked to do without the guidance of the teacher after the teacher has already verified the students know how to do what is being learned.

**Intrinsic Motivation** – A term for motivation resulting from internal desires or needs.

**Love and Belonging Key** – The need of people to feel valued, respected, liked, cared for, and/or a part of the group.

**Motivation** – The focusing of energy caused by a desire or need.

**Pad** – Music that is used in the background during times when students are talking.

**Performance Actions** – The five actions that are typically executed and integrated in a complex performance done outside of school: access (information), interpret, produce, disseminate, and assess.

**PEAK** – The acronym component of the name Peak Learning Systems that stands for Performance Excellence for All Kids.

**PEAK Unit** – A standards-based, well-aligned unit incorporating research-supported practices including distributed practice, multiple demonstration opportunities, well-planned correctives, incremental development over time, and accountability for excellence.

**P-FACE** – An acronym for purpose, format, audience, content, and expectation – five important components addressed in the development and statement of a performance task, assessment, or evaluation.

**Qualifier** – Any assignment or task that students are required to complete in order to become qualified for some next step. For example, many teachers treat homework as qualifiers for a second demonstration opportunity.

**Rehearsal** – A term borrowed from the theater to represent a demonstration opportunity for which a student may earn “a grade or mark” if he/she performs at an excellent level. Otherwise, the opportunity is considered a “practice,” and the student will be engaged in a corrective loop and another demonstration opportunity.

**Reliability** – A desirable characteristic of a good assessment/evaluation item – characterized by the consistent results by students.

**Rubric** – The quality criteria that are used to either evaluate something or to assess and coach students to excellence with something.

**Safety Key** – The need of people to be safe from fear of embarrassment or physical harm.
Scoring Rubric – A set of criteria that is used to produce a score, grade, mark, or other label for something that students have done or produced.

Shower – (from the phrase “Cloud, Sprinkle, Shower, Soak, drip, Drip, DRIP”). Shower is the term used for the third level of pre-instruction after the cloud and sprinkle phases. A shower typically causes students to interact with future content for about 2-4 minutes.

Soak – the main instructional phase of curriculum delivery. It follows the pre-instruction phases of clouds, sprinkle and shower (from the metaphor “Clouds, Sprinkle, Shower, Soak, drip, Drip, DRIP”), and it precedes the distributed practice phase.

Sonoma Accountability/Testing™ – The label used by Peak Learning Systems to refer to research-supported approach to evaluations and assessments. In the Sonoma Approach™ to testing/accountability, the learning for a unit extends beyond the typical closure of the unit. The assessment and/or evaluation is administered only after observations and research suggests the students have truly learned the content through the use of distributed practice with incremental development of concepts and skills. Sonoma Testing/Accountability™ is often characterized by the statement, “We will test no kid before it is time.”

Sprinkle – (from the phrase “Cloud, Sprinkle, Shower, Soak, drip, Drip, DRIP”). Sprinkle refers to the first pre-instruction of a topic for up to 1 to 2 minutes, this typically begins at least a week prior to the actual instruction (Soak).

Sponge Activity – A learning activity to engage students as they enter the classroom or at any other time that may be potentially wasted.

Standards – A set of desired requirements that can be used to guide curriculum, assessment, and instruction.

Standards-Based – The act of basing actions, decisions, expectations, and requirements on a set of standards.

Standards-Driven – The act of basing actions, decisions, and expectations on a set of standards.

Student-Developed Rubrics – Rubrics, either scoring or coaching, developed by students through their analysis of examples.

Success Key – The need of people to have evidence of meaningful and challenging progress or mastery – the need to feel competent, creative, powerful, and/or skilled.

TEAK – The acronym for Teaching for Excellence for All Kids.

Transition – Time and experiences deliberately placed between two important situations to provide a break, movement, and/or processing.

Twenty-Eight/Three – Terminology used to label the need of people to correctly do something (or work with a concept) approximately twenty-eight times
spread out over a period of approximately three weeks in order for them to learn it in a meaningful/lasting level.

**Warm Ups** – Activities at the beginning of class to foster students thinking in the subject area. Warm ups to be effective start classes on a positive, successful note by using questions, problems or prompts that are relatively easy, from previous units, that will not require the teacher going over them.

**Validity** – An assessment/evaluation characteristic defined as a defendable match between the assessment/evaluation item and the identified learning target. Asking two questions can check validity. Can the learners have the targeted learning and not be able to perform the assessment item correctly? Can the learners not have the targeted learning and be able to do the assessment item correctly?

**Valued Purpose Key** – The need of people to believe that what they are doing is worthwhile, that it serves a purpose, will solve a problem, fulfill a need, or is important to someone or a cause that they deeply value.

**Verbs for Learning**

- **Knowledge Actions** – things students are asked to do to show they can recall or remember facts, topics, or procedures – such as list, say, tell, describe, find in a list or place, give back in another form (write an essay rather than generate a list).

- **Skill or Do Actions** – things students are asked to do to show they can do or perform a skill – such as solve, compare, contrast, describe how, explain how, map, graph, paint, or draw.

- **Understanding Actions** – things students are asked to do to show they are building understanding – such as explain what, how, and why, create complex examples, develop deep and rich metaphors and similes, apply effectively in other appropriate contexts.
Resource References


