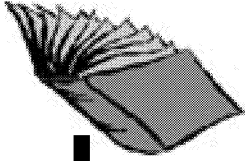


## Some Helpful Handbook Definitions

- ◆ **Alignment:** In standards-based reform, the concept of connecting educational goals, curriculum, instruction and assessment so that all are consistent and working toward the same purposes.
- ◆ **Benchmarks:** Grade or age specific exemplars of performance standards, often actual examples of student work, which indicate expected levels of performance toward meeting content standards or annual IEP goal.
- ◆ **Conditions:** Describes the “givens” that will need to be in place for the goal or objective/benchmark to be completed:  
*“When given an appropriate text, “Student” will restate 3 details or facts from a passage with 90% accuracy in 4 out of 5 trials as measured by teacher-charted records.*
- ◆ **Content Standards:** As defined by Goals 2000: Educate America Act of 1994, content standards are “broad descriptions of the knowledge and skills students should acquire in a particular area.
- ◆ **Criteria:** Describes how many times the behavior must be observed for the goal or objective/benchmark to be considered completed:  
*“When given an appropriate text, “Student” will restate **3 details or facts from a passage** with 90% accuracy **in 4 out of 5 trials** as measured by teacher-charted records.*
- ◆ **Mastery:** Describes the accuracy of the behavior needed for the goal and objective/benchmark to be considered completed:  
*“When given an appropriate text, “Student” will restate 3 details or facts from a passage **with 90% accuracy** in 4 out of 5 trials as measured by teacher-charted records.*
- ◆ **Observable Behavior:** Describes what the student will do to complete goal or objective/benchmark:  
*“When given an appropriate text, “**Student” will restate 3 details or facts from a passage with 90% accuracy in 4 out of 5 trials as measured by teacher-charted records.***



## Definitions - continued

- ◆ **Performance Standards:** As defined by Goals 2000: Educate America Act of 1994, performance standards are “concrete examples and explicit definitions of what students have to know and be able to do to demonstrate that such students are proficient in the skills and knowledge framed by the content standards”.
- ◆ **Present Levels:** Statement of how the child’s disability affects his or her involvement and progress in the general curriculum is based on assessment information. These could be the goals and short-term objectives that were mastered by the student in the last year.
- ◆ **Standards-Based:** Planning starts with the standard. Curriculum, instruction and assessment are designed specifically to meet the standard.
- ◆ **Standards-Referenced:** Planning starts with a specific topic, activity or student priority. “Best match” standards are targeted.
- ◆ **Progress Reporting:** Parents must receive documentation of progress on annual goals as frequently as general education students receive progress notices.
- ◆ **Rubrics:** An established set of parameters for scoring or rating students performance on standards-referenced tasks. Good rubrics consist of a fixed measurement scale (e.g., 4 points), a set of clear criteria, performance descriptions for each criterion at each point on the scale, and sample responses (anchors or benchmarks) that illustrate various levels of performance.