

Curriculum Vocabulary

Accreditation—the process by which we show evidence of reaching standards established by WASC and ACSI or other regional or international associations

ACSI—Association of Christian Schools International provides educational services of many types. It also serves as an accrediting body for school ranging from preschool to high school. www.acsi.org

Benchmarks – the measure of where we are against a set curriculum content standard

Benchmark Assessments—an assessment used to show learning proficiency against a specific standard/benchmark

Benchmark Objective—strategy for achieving the identified measurable benchmark based on specific identified standards

CEUs—Continuing Education Units used toward the renewal of ACSI Teaching Certificates

CEU Approval Request Form—the form used to request that a class or unit of study be assessed for CEUs

Content Standards— <http://www.cde.ca.gov>

Curriculum Days—times set aside during the school day for departments/grade levels to work on curriculum related items as designated by the Curriculum Coordinator

Curriculum Review Cycle—a designated cycle in which each discipline reviews their curriculum in relationship to VCS content standards

Data Evaluation—the process of analyzing the results of assessments identifying undeveloped skills and developing a plan to integrate these skills into daily instruction.

Differentiated Instruction—Differentiated Instruction is not a new idea, nor is it the same as individual instruction or merely altering a lesson plan that is not working. Differentiated Instruction is varying the content, process, and product expected for each student based on their varying interest, learning profile, and readiness within the classroom environment.

e-Portfolios—a specified collection of student work showing personal academic growth which provides sample student work by which benchmarks are determined against standards

ESLRs—Expected Schoolwide Learning Results

ESLR Analysis—written analysis of data results and implications for further instruction

ESLR Attainment Rubric—specific rubric used to assess student work showing ESLR achievement

ESLR Data Collection Sheet—worksheet to be completed and attached to your ESLR data before filing

ESLR Data/Evidence—student work which demonstrates ESLR achievement

Formative Assessments—are part of the instructional process. When incorporated into classroom practice, it provides the information needed to adjust teaching and learning while they are happening. In this sense, formative assessment informs both teachers and students about student understanding at a point when timely adjustments can be made.

Framework—curriculum guidelines for K-12 subjects, and State Board adopted K-8 instructional materials

Goals—what you want to achieve in each academic area

Individual School Standards—Quest Institute schools, while adhering to QI standards, may also hold unique standards

Instructional Adjustments—using the results of your data evaluation and analysis, adjust your instruction to better meet the needs of your students

Instructional Strategies—an instructional plan involving several techniques to help students achieve their

learning potential

Interdisciplinary Curriculum Committee—a committee made up of K-12 educators representing different disciplines in order to give direction to K-12 educational initiatives

Key Components—important parts of the whole

Professional Development—seminars, workshops, and conferences designed to help educators grow professionally

PSAT/SAT Analysis—the process in which educators study the results of PSAT/SAT in conjunction with ways to improve instruction to improve PSAT/SAT results

Quest Institute Framework—a framework which houses the Quest Institute Standards

Quest Institute Standards—a unique set of standards, from a distinctly Christian worldview, that meet or exceed state standards and various other standards, as determined by subject matter experts through a collaborative process

State Standards—the minimum educational expectations set down by the state for student achievement in each subject and grade level (See the California State Frameworks for each subject)

Strands—basic learnings that are essential to the content goals which are a constant in each grade level and each discipline

Subject Matter Experts—educators who represent instructional excellence and competence, as well as a thorough knowledge of their academic discipline

Summative Assessments—Summative assessments are a means to gauge student learning relative to content standards. Although the information that is gleaned from this type of assessment is important, it can only help in evaluating certain aspects of the learning process.

Tier Training—training which integrates education and technology

The Truth Project— a 13 week DVD series emphasizing a Christian worldview

WASC—Western Association of Schools and Colleges—accrediting body for K-12 schools and colleges;
www.wasc.org