

Online 2.1 Common CCSS Assessment Terms

| Term | Definition | Example |
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| Analytical essay | An essay that explains ideas in one or more texts, is supported by evidence, and is logically developed | Compare the perspectives on race in <i>To Kill a Mockingbird</i> and <i>Black Boy</i> . |
| Constructed response | An assessment that provides information that students use to answer questions | Read the following first paragraph of an argumentative text that lacks a clear claim and rewrite it to make the claim clear. |
| Formative assessment | Assessment that occurs during the writing process and provides feedback that can be used in further writing but does not result in a grade or score | Peer response, a teacher-student conference, or written comments on a draft all provide formative assessment. |
| High-stakes test | A single test that controls a life-shaping event, such as passing to the next grade or graduating from high school | District-mandated or state mandated tests |
| Performance task | Assessment that gives students opportunities to display knowledge or skills rather than simply choose a single answer | Write an explanation of the process of thermodynamics. |
| Rubric | A guide for evaluating writing that lists features to be considered, along with qualitative dimensions of each, so that distinctions can be made among pieces of writing | CCSS rubric |
| Selected response | Students select an answer from among several choices given. | Multiple-choice test; true-false test |
| Short answer | Brief written response to a text-based question | Write an explanation of the details that support the answer given above. |
| Summative assessment | Assessment that occurs at the end of a period of instruction and results in a grade or score | A final exam, a paper written at the end of a unit, or a state-mandated test could all be summative assessments. For CCSS, summative evaluation will occur near the end of the school year. |
| Textual complexity | As defined by CCSS, it is comprised of a combination of quantitative measures of syntax and vocabulary, qualitative judgments of human readers, and student-teacher interactions | See Appendix of the CCSS or Chapter 2 in our book. |
| Text-dependent questions | A prompt that requires students to read closely and draw evidence from the text | After reading <i>The Story of My Life</i> , explain how Helen Keller learns language. |