



**Naperville North High School**  
899 North Mill Street  
Naperville, Illinois 60563

# Draft



**Naperville Central High School**  
440 West Aurora Avenue  
Naperville, Illinois 60540

**MASTERY LEARNING** = Based on the premise that all children can learn if given enough time and help. It uses behavior modification techniques (stimulus, response, assessment, remediation) to change the students' beliefs, attitudes, values and behavior. The student must "master" each sequential step toward the required "outcome" (and demonstrate mastery by modifying behavior patterns) before advancing to the next stage

**COURSE LEARNING** = **Enduring Understanding** – "The important ideas or core processes that have lasting value beyond the classroom. Such understandings are generally abstract in nature, so they require uncoverage through sustained inquiry. To determine enduring understandings for a unit or course, teachers are encouraged to ask, What do we want students to understand and be able to use several years from now, after they have forgotten the details?" (Wiggins and McTigue)

**UNIT LEARNING** = **Standard** – "Criteria for student performance" "Statement of what students should know and be able to demonstrate." Wiggins and McTigue suggest various types of standards which include, content standards, design standards and performance standards.

**Content Standards** – A goal or statement that identifies the knowledge and skills to be learned in the content areas. A content standard specifies *what* we want students to know and be able to do.

**Design Standards** – The specific standards that evaluate the quality of unit designs. Design standards have a dual purpose: to guide self-assessment and peer reviews to identify design strengths and needed improvements; and to provide a mechanism for quality control as a means of validating curricular designs.

**Performance Standards** – an established level of achievement, quality of performance, or degree of proficiency. A performance standard specifies *how well* students are expected to achieve or perform.

**Essential Question** – A provocative question designed to engage student interest and guide inquiry into the important ideas in a field of study. Rather than yielding pat answers, essential questions are intended to stimulate discussion and rethinking over time. There are three types of questions that match the three types of learning:

**Overarching Question** – A provocative essential question that transcends the particular topic of a unit, pointing toward larger, transferable ideas.

**Topical Question** – An engaging and focusing essential question that frames a particular unit of study. It is more narrowly focused and content specific form of an essential question than an overarching question

**Entry Question** – A simple, thought-provoking question that frames a target. It often introduces a key idea or understanding in an accessible way.

**SUMMATIVE ASSESSMENT** = "Given periodically to determine at a particular point in time what students know and do not know."

**DAILY LEARNING** = **Target** - a specific educational goal. A target is more specific than a standard. When focusing on matters of understanding, a target is best stated as a specific proposition a teacher wants students to understand.

**FORMATIVE ASSESSMENT** = part of classroom practice, formative assessment provides information needed to adjust instruction in response to students needs. With formative assessment, student progress is systematically assessed to provide continuous feedback to both the student and the teacher concerning learning successes and challenges. Formative assessments are used to inform and adjust instruction and are not used to evaluate student progress for a grade.