WCSU Proficiency-Based Math Terms Reference Sheet

Old term	New term	What?	Example
	Student Learning Outcomes (SLOs)	These describe what is required for graduation and are determined by the local school boards and the Vermont Education Quality Standards (put out by the State Board of Education). These are sometimes called "PBGRs" (proficiency-based graduation requirements).	"Math Content and Practices" is a required Student Learning Outcome in WCSU.
Content standard	Standard	These are general, describing what a student should know and be able to do for a particular content domain. These are also sometimes called "PBGRs" (proficiency-based graduation requirements).	Math Content and Practices Standard 1: Number and Quantity is: *Reason, describe, and analyze quantitatively, using units and number systems to solve problems.*
Non-Negotiable	Performance Indicator	These are more specific indicators describing the skills and conceptual understanding needed to develop the ability to meet the "Standard." They were developed by the WCSU Math Steering Committee referencing the CCSS.	Sixth grade WCSU Performance Indicator 6.4 is: *Understands and compares values of fractions, decimals and percents.*
Levels of Knowing	Proficiency Scale	These describe a continuum of student development in relation to a particular Performance Indicator.	**Level 1: Understands and uses equivalent expressions and ratios**. *I can understand percents, decimals and fractions as equivalent ways to represent a number. (Mastery of WCSU PI 5.7)* *I can understand and use ratios between two numbers to solve problems. (Mastery of WCSU PI 6.3)*

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			Level 2: Understands how equivalent fractions, decimals and percents can be modeled using concrete and pictorial models. *I can use concrete models (Cuisenaire rods, Base 10 blocks, paper models) to compare fractions, decimals and percents.* *I can diagram visual models (i.e. tape diagrams and area models) to compare fractions, decimals and percents.*
			Level 3: Uses abstract representations (equations, expressions and number lines) to find and represent equivalent fractions, decimals and percents. *I can use equations and expressions to compare fractions, decimals and percents.* *I can locate and represent fractions, decimals and percents on a number line. (CCSS.6.NS.C.6)*
			Level 4: Applies and communicates understanding fractions, decimals and percents. *I can apply my understanding of fractions, decimals and percents and ratios to create and solve real world and mathematical problems.* *I can use multiple representations (concrete, pictorial and symbolic) to explain strategies for comparing fractions, decimals and percents*
Learning Objective	Learning Target	These are the "I can…" statements. They provide focus for daily instruction and formative assessment.	*I can use concrete models (Cuisenaire rods, Base 10 blocks, paper models) to compare fractions, decimals and percents.*

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WCSU Benchmark Expectations	WCSU Benchmark Expectations	These are expectations (what performance indicators at what level?) at a certain point in time. This should help teachers identify students (or groups of students) who are having difficulty progressing. Along with screening data (i.e. from STAR 360), this can be used to decide on appropriate interventions.	We expect students to be at a level 4 for WCSU PI 6.4 in April of sixth grade.
WCSU Benchmark Assessments	WCSU Benchmark Assessments	These are assessments occurring three times per year that target the WCSU Performance Indicators and benchmark expectations at that point in time.	The Grade 6 WCSU Math Benchmark Assessment for Spring will target WCSU PI 6.4 at level 4.