

# GLOSSARY

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**Assessments** - See CAS document for Rhode Island's definition and explanation of assessment. <http://www.ride.ri.gov/Portals/0/Uploads/Documents/Instruction-and-Assessment-World-Class-Standards/Assessment/CAS/CAS-Criteria-Guidance-and-Appendices-FINAL.pdf>

**Benchmark** is a standard or point of reference against which things may be compared or assessed.

**Cultural diversity** in curriculum offers students opportunities to develop their linguistic and cultural resources, build an awareness of self and one's own culture, make connections to the culture of others, and apply knowledge to solve real-world problems, impact issues important to them, and make choices for themselves and their future roles in the world.

**Differentiation** means intentionally, explicitly, and systematically tailoring instruction to be responsive to the range of student differences, interests and learning needs. Flexibility helps ensure full access to the grade-appropriate core curriculum. Flexibility can take many forms:

- Presentation of instructional materials
- Delivery of content
- Assessment of students
- Instructional grouping of students

**Diverse learners** includes the range of students with different belief systems, values, attitudes, abilities and learning styles that result in different actions and behaviors, along with an appreciation of the contributions those students and diverse groups of people make in their schools and communities.

**Procedure vs Routine**- Routines involve actions that are performed regularly within a class. They are the backbone of daily classroom life. Routines facilitate learning and allow a teacher to spend more time in meaningful instruction. (Examples of routines- how students move desks for group activities, how students listen to oral presentations, how students transition from arrival to morning meeting). A procedure refers to the specific set of activities to work with the students in order to get a specific result. A procedure involves a new learning process every time. Every step in a procedure implies the development of knowledge, skills and competences to get the expected outcome.

**World Perspective** in curriculum provides effective, equitable, understandable, and respectful quality educational services that are responsive to diverse cultural beliefs, preferred languages, and other communication needs and that support an awareness of interconnected and overlapping communities.

