**GLOSSARY OF ASSESSMENT TERMS**

**Assessment**

The systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development (Palomba & Banta, 1999).

An ongoing process aimed at understanding and improving student learning. It involves making our expectations explicit and public; setting appropriate criteria and standards for learning quality; systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards; and using the resulting information to document, explain, and improve performance (Angelo, 1995).

**Benchmarking**

An actual measurement of group performance against an established standard at defined points along the path toward the standard. Subsequent measurements of group performance use the benchmarks to measure progress toward achievement (New Horizons for Learning, 2002).

**Bloom's Taxonomy of Cognitive Objectives**

Six levels arranged in order of increasing complexity (1=low, 6=high):

1. Knowledge: Recalling or remembering information without necessarily understanding it. Includes behaviors such as describing, listing, identifying, and labeling.
2. Comprehension: Understanding learned material and includes behaviors such as explaining, discussing, and interpreting.
3. Application: The ability to put ideas and concepts to work in solving problems. It includes behaviors such as demonstrating, showing, and making use of information.
4. Analysis: Breaking down information into its component parts to see interrelationships and ideas. Related behaviors include differentiating, comparing, and categorizing.
5. Synthesis: The ability to put parts together to form something original. It involves using creativity to compose or design something new.
6. Evaluation: Judging the value of evidence based on definite criteria. Behaviors related to evaluation include: concluding, criticizing, prioritizing, and recommending (Bloom, 1956).

**Classroom Assessment**

The systematic and on-going study of what and how students are learning in a particular classroom; often designed for individual faculty who wish to improve their teaching of a specific course. Classroom assessment differs from tests and other forms of student assessment in that it is aimed at course improvement, rather than at assigning grades. (National Teaching & Learning Forum)

**Direct Assessment**

Gathers evidence about student learning based on student performance that demonstrates the learning itself. Can be value added, related to standards, qualitative or quantitative, embedded or not, using local or external criteria. Examples are written assignments, classroom assignments, presentations, test results, projects, logs, portfolios, and direct observations (Leskes, 2002).

**Embedded Assessment**

A means of gathering information about student learning that is built into and a natural part of the teaching-learning process. Often uses for assessment purposes classroom assignments that are evaluated to assign students a grade. Can assess individual student performance or aggregate the information to provide information about the course or program; can be formative or summative, quantitative or qualitative. Example: as part of a course, expecting each senior to complete a research paper that is graded for content and style, but is also assessed for advanced ability to locate and evaluate Web-based information as part of a college-wide outcome to demonstrate information literacy (Leskes, 2002).

**Evaluation**

The use of assessment findings (evidence/data) to judge program effectiveness; used as a basis for making decisions about program changes or improvement (Allen, Noel, Rienzi & McMillin, 2002).

**Formative Assessment**

The gathering of information about student learning-during the progression of a course or program and usually repeatedly-to improve the learning of those students. Example: reading the first lab reports of a class to assess whether some or all students in the group need a lesson on how to make them succinct and informative (Leskes, 2002).

**Indirect Assessment**

Acquiring evidence about how students feel about learning and their learning environment rather than actual demonstrations of outcome achievement. Examples include surveys, questionnaires, interviews, focus groups, and reflective essays (Eder, 2014).

**Learning Outcomes**

Operational statements describing specific student behaviors that evidence the acquisition of desired knowledge, skills, abilities, capacities, attitudes or dispositions. Learning outcomes can be usefully thought of as behavioral criteria for determining whether students are achieving the educational objectives of a program, and, ultimately, whether overall program goals are being successfully met. Outcomes are sometimes treated as synonymous with objectives, though objectives are usually more general statements of what students are expected to achieve in an academic program (Allen, Noel, Rienzi & McMillin, 2002).

**Norm-Referenced Assessment**

An assessment where student performance or performances are compared to a larger group. Usually the larger group or "norm group" is a national sample representing a wide and diverse cross-section of students. Students, schools, districts, and even states are compared or rank-ordered in relation to the norm group. The purpose of a norm-referenced assessment is usually to sort students and not to measure achievement towards some criterion of performance.

**Performance Criteria**

The standards by which student performance is evaluated. Performance criteria help assessors maintain objectivity and provide students with important information about expectations, giving them a target or goal to strive for (New Horizons for Learning, 2002).

**Portfolio**

A systematic and organized collection of a student's work that exhibits to others the direct evidence of a student's efforts, achievements, and progress over a period of time. The collection should involve the student in selection of its contents, and should include information about the performance criteria, the rubric or criteria for judging merit, and evidence of student self-reflection or evaluation. It should include representative work, providing a documentation of the learner's performance and a basis for evaluation of the student's progress. Portfolios may include a variety of demonstrations of learning and have been gathered in the form of a physical collection of materials, videos, reflective journals, etc. (New Horizons for Learning).

**Qualitative Assessment**

Collects data that does not lend itself to quantitative methods but rather to interpretive criteria (Leskes, 2002).

**Rubric**

Specific sets of criteria that clearly define for both student and teacher what a range of acceptable and unacceptable performance looks like. Criteria define descriptors of ability at each level of performance and assign values to each level. Levels referred to are proficiency levels which describe a continuum from excellent to unacceptable product (System for Adult Basic Education Support.)

**Standards**

Sets a level of accomplishment all students are expected to meet or exceed. Standards do not necessarily imply high quality learning; sometimes the level is a lowest common denominator. Nor do they imply complete standardization in a program; a common minimum level could be achieved by multiple pathways and demonstrated in various ways (Leskes, 2002).

**Summative Assessment**

The gathering of information at the conclusion of a course, program, or undergraduate career to improve learning or to meet accountability demands. When used for improvement, impacts the next cohort of students taking the course or program. Example: examining student final exams in a course to see if certain specific areas of the curriculum were understood less well than others (Leskes, 2002).

**Value Added**

The increase in learning that occurs during a course, program, or undergraduate education. Can either focus on the individual student (how much better a student can write, for example, at the end than at the beginning) or on a cohort of students (whether senior papers demonstrate more sophisticated writing skills-in the aggregate-than freshmen papers). Requires a baseline measurement for comparison (Leskes, 2002).

**Sources**

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