

## Assessment Terms

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**Standardized Test-** an objective test that is given and scored in a uniform manner. Standardized tests are carefully constructed and items are selected after trials for appropriateness and difficulty

**Performance-Based Assessment-** Direct, systematic observation and rating of student performance of an educational objective, often an ongoing observation over a period of time, and typically involving the creation of products

**Mean-** one of several ways of representing a group with a single, typical score. It is figured by adding up all the individual scores in a group and dividing them by the number of people in the group. Can be affected by extremely low or high scores

**Aptitude Test-**a test intended to measure the test-taker's innate ability to learn, given before receiving instruction.

**Measurement-** quantitative description of student learning and qualitative description of student attitude

**Analytic scoring-** a type of rubric scoring that separates the whole into categories of criteria that are examined one at a time

**Benchmark-** Student performance standards (the level(s) of student competence in a content area)

**Standards-** agreed upon values used to measure the quality of student performance, instructional methods, curriculum, etc.

**Formative Assessment-** observations which allow one to determine the degree to which students know or are able to do a given learning task, and which identifies that part of the task that the student does not know or is unable to do. Outcomes suggest future steps for teaching and learning.

**Validity-** the test measures the desired performance and appropriate inferences can be drawn from the results. The assessment accurately reflects the learning it was designed to measure.

**Metacognition-** the knowledge of one's own thinking processes and strategies, and the ability to consciously reflect and act on the knowledge of cognition to modify those processes and strategies

**Journals-** students' personal records and reactions to various aspects of learning and developing ideas. A reflective process often found to consolidate and enhance learning

**Assessment-** in an educational context, the process of observing learning; describing, collecting, recording, scoring and interpreting information about a student's or one's own learning

**Summative assessment-** evaluation at the conclusion of a unit of instruction or an activity or plan to determine or judge student skills and knowledge or effectiveness of a plan or activity. Outcomes are the culmination of a teaching/learning process for a unit, subject, or year's study.

**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

**Alternative assessment-** an alternative assessment might require students to answer an open-ended question, work out a solution to a problem, perform a demonstration of a skill, or in some way produce work rather than select an answer from choices on a sheet of paper

**Median-** the point on a scale that divides a group into two equal subgroups. Another way to represent a group's scores with a single, typical score. The median is not affected by low or high scores as is the mean

**Project-** a complex assignment involving more than one type of activity and production

**Multiple choice tests-** a test in which students are presented with a question or an incomplete sentence or idea. The students are expected to choose the correct or best answer/completion from a menu of alternatives

**Accountability-** the demand by a community (public officials, employers, and taxpayers) for school officials to prove that money invested in education has led to measurable learning

**Curriculum alignment-** the degree to which a curriculum's scope and sequence matches a testing program's evaluation measures, thus ensuring that teachers will use successful completion of the test as a goal of classroom instruction

**Self- assessment-** a process in which a student engages in a systematic review of a performance, usually for the purpose of improving future performances

**Achievement test-** a standardized test designed to efficiently measure the amount of knowledge and/or skill a person has acquired, usually as a result of classroom instruction. Used to compare student learning.

**Affective-** outcomes of education involving feelings more than understanding; likes, pleasures ideals, dislikes annoyances, values.

**Competency test-** a test intended to establish that a student has met established minimum standards of skills and knowledge and is thus eligible for promotion, graduation, certification, or other official acknowledgement of achievement