

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