

Assessment Dictionary

	Word	Definition
1	Assessment	A participatory, iterative process that provides data on students' learning, produces evidence that students are learning the intended, guides faculty and colleges in making educational and institutional improvements, evaluates whether changes made improve/impact student learning, and documents the learning.
2	Authentic assessment	Authentic tasks replicate real-world challenges and standards of performance that experts or professionals typically face in the field
3	Benchmark	Or target, the desired level or expectation of student performance on a student learning outcome; a criterion-referenced point that can be used for the purpose of comparison
4	Career readiness	The attainment and demonstration of required competencies that broadly prepare college graduates for a successful transition in to the workplace
5	Curriculum map	A graphic or tabular display of curriculum alignment; shows where in the curriculum (which courses) students intentionally have the opportunity to develop the skills articulated in the learning outcomes
6	Direct assessment method	The examination or evaluation of actual samples o of students work. Could include but are not limited to papers, theses, projects, performance, exams.
7	Evaluation	Both qualitative and quantitative descriptions of progress towards an attainment of goals. Using collected information (assessments) to make informed decisions about continued instruction, programs, activities. Could lead to statements of the value, worth, or merit of a program.
8	Experiential learning	Process through which students develop knowledge, skills, and values from direct experiences outside a traditional academic setting.
9	Gate courses	Those introductory classes that are required for certain majors
10	Indirect assessment method	Evaluation which ascertain s the perceived extent or value of learning experiences. They assess opinions or thoughts about student knowledge or skills.
11	Learning outcome	The primary skills, behaviors, abilities, expertise, and proficiencies the student will "own" at the end of a course of study (e.g., course, program, general education, etc.); typically takes the form: Students will <i>(choose an action verb)</i> <i>(the knowledge, concept, rule or</i>

		<i>skill you expect them to acquire) by (how they will apply their knowledge or skill/how you will assess their learning).</i>
12	Mission statement	A concise statement of the general values and principles which guide the curriculum Structure: “The mission of (name of your program) is to (your primary purpose) by providing (your primary functions or activities) to (your stakeholders).”
13	Program goal	A general statement of what the program intends to accomplish; what students can expect to experience
14	Reliability	General notion of consistency of scores across instances of assessment methods
15	Rubric	An evaluative tool that explicitly represents the performance expectations for an assignment or piece of work; a written guide for assessing student work; lists the things you are looking for when you assess student work and provides descriptions of the characteristics associated with each assignment component, at varying levels of mastery.
16	SMART goals	Specific, Measurable, Attainable, and Relevant focused terms, and are Time bound.
17	Validity	The degree to which evidence and theory support the interpretations of and inferences we make from assessment results
18	Value-added	The increase in learning that occurs during a course, program, or undergraduate education. Can focus on individual students or a cohort of students. In order to measure value-added, a baseline measurement is needed for comparison. The baseline measurement can be from the same sample of students (longitudinal design) or from a different sample of students (cross-sectional design).