Assessment Vocabulary Practice
Answers in following pages 😊

Fill in each blank with one of these words or phrases. Some words may be used more than once.

1. Absolute outcomes	12. Direct	26. Criterion-referenced
2. Active	13. Embedded	27. Norm-referenced
3. Learning outcomes	14. Focus groups	
4. Value-added outcomes	15. Formative	28. Analytic
	16. Indirect	29. Calibrate (or norm)
5. Alignment	17. Signature assignments	30. Halo effect
6. Cohesive	18. Summative	31. Holistic
7. Curriculum map (or alignment matrix)		
	19. Actionable	32. Developmental
8. Classroom	20. Authentic	33. High impact practices
9. Course	21. Disaggregation	34. Showcase
10. Institutional	22. Inter-rater reliability	
11. Program	23. Reliability	35. Closing the loop
	24. Triangulation	
	25. Validity	

Assessment is a process designed to monitor and improve student learning. It focuses on how well students have mastered _____ _____. We focus on two types of competencies. _____ _____ state that students will improve, and we generally use pre-post strategies to assess them; and _____ _____ state that students will be competent at graduation, so pre-post data analysis is not essential. The competency statements should include _____ verbs, focusing on how the students can demonstrate their learning.

A chart that shows how the required courses in a program relate to the program competencies is a ___ ___. This chart allows us to examine the ____ of the curriculum with what we want students to learn. We would like to provide students with a _____ curriculum that systematically provides opportunities to synthesize, practice, and develop increasingly complex ideas, skills, and values.

We can assess at different levels. A classic book by Angelo and Cross describes how to do _____ assessment, which assesses learning on a day-to-day basis in a particular course. We also can do _____assessment, assessing the impact of a particular course; _____assessment, assessing the impact of a major; and _____assessment, assessing the impact of the entire college or university experience.

Most often we use _____ assessment, which involves asking students to demonstrate their competence by performing a relevant task, and we supplement this evidence with _____ assessment, such as asking students to rate how well they think they have mastered each competency. One way to collect the latter kind of evidence is to conduct group interviews called _____. When we collect the evidence from students who are part way into a program, we are doing _____ assessment, and when we collect the evidence from students who are virtually done with the program, we are doing _____ assessment. A common practice is to do an _____ assessment, which involves using work that students complete within their classes, such as projects or exams, as assessment evidence. Some of these may be _____ _____, which occur when students receive identical assignments across courses or the assignment prompts are constructed according to a common template.

We want assessment results to be meaningful. Meaningful, accurate results have _____. We also want results to be consistent. Consistent results have _____. Because we usually make subjective judgments about the quality of students' work, we generally examine the consistency of two judges. This indication of consistency is called _____ _____. _____ results allow us to plan how to use results because they identify problems that students exhibit, as well as confirm when learning has been accomplished successfully. When we break down data samples by specific characteristics, such as race/ethnicity or first-generation status, to understand meaningful patterns or trends, this process is called _____ of the data. We try to collect more than one line of evidence to give us more confidence in our conclusions. This involves _____. When we collect evidence that focuses on the kinds of learning that we want students to use for the rest of their lives, we are doing _____ assessment.

When we interpret a student's work, we can make two kinds of interpretations. If we compare students to each other, such as deciding that a student is above average in a group of students, we are making a ____ _____ interpretation; but if we judge each student's work based on absolute standards, we are making a _____ interpretation.

Rubrics provide the criteria we use to assess students' work. _____ rubrics result in a single, global conclusion; and _____ rubrics involve generating multiple conclusions about various dimensions of students' performance. When multiple faculty will use a rubric, we should _____ them so they are applying the criteria in the same way. Part of this training process is to warn faculty to avoid the _____, which is letting judgments influence each other.

Some faculty base their assessment on student portfolios. Portfolios are one example of very engaging student learning strategies; these are called ____ ___. Students may be asked to create _____ portfolios to document their growth over time or to create _____ portfolios, which contain their best work.

The major purpose of assessment is to improve learning, so we use results to inform curricular changes. Planning and implementing these changes is called ___ ___ ___.

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Assessment Vocabulary Practice: Answers

Fill in each blank with one of these words or phrases. Some words may be used more than once. Assessment is a process designed to monitor and improve student learning. It focuses on how well students have mastered LEARNING OUTCOMES. We focus on two types of competencies. VALUE-ADDED OUTCOMES state that students will improve, and we generally use pre-post strategies to assess them; and ABSOLUTE OUTCOMES state that students will be competent at graduation, so pre-post data analysis is not essential. The competency statements should include ACTIVE verbs, focusing on how the students can demonstrate their learning.

A chart that shows how the required courses in a program relate to the program competencies is a CURRICULUM MAP. This chart allows us to examine the ALIGNMENT of the curriculum with what we want students to learn. We would like to provide students with a COHESIVE curriculum that systematically provides opportunities to synthesize, practice, and develop increasingly complex ideas, skills, and values.

We can assess at different levels. A classic book by Angelo and Cross describes how to do CLASSROOM assessment, which assesses learning on a day-to-day basis in a particular course. We also can do COURSE assessment, assessing the impact of a particular course; PROGRAM assessment, assessing the impact of a major; and INSTITUTIONAL assessment, assessing the impact of the entire college or university experience.

Most often we use DIRECT assessment, which involves asking students to demonstrate their competence by performing a relevant task, and we supplement this evidence with INDIRECT assessment, such as asking students to rate how well they think they have mastered each competency. One way to collect the latter kind of evidence is to conduct group interviews called FOCUSED GROUPS. When we collect the evidence from students who are part way into a program, we are doing FORMATIVE assessment, and when we collect the evidence from students who are virtually done with the program, we are doing SUMMATIVE assessment. A common practice is to do an EMBEDDED assessment, which involves using work that students complete within their classes, such as projects or exams, as assessment evidence. Some of these may be SIGNATURE ASSIGNMENTS, which occur when students receive identical assignments across courses or the assignment prompts are constructed according to a common template.

We want assessment results to be meaningful. Meaningful, accurate results have VALIDITY. We also want results to be consistent. Consistent results have RELIABILITY. Because we usually make subjective judgments about the quality of students' work, we generally examine the consistency of two judges. This indication of consistency is called INTER-RATER RELIABILITY. ACTIONABLE results allow us to plan how to use results because they identify problems that students exhibit, as well as confirm when learning has been accomplished successfully. When we break down data samples by specific characteristics, such as race/ethnicity or first-generation status, to understand meaningful patterns or trends, this process is called DISAGGREGATION of the data. We try to collect more than one line of evidence to give us more confidence in our conclusions. This involves TRIANGULATION. When we collect

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evidence that focuses on the kinds of learning that we want students to use for the rest of their lives, we are doing AUTHENTIC assessment.

When we interpret a student's work, we can make two kinds of interpretations. If we compare students to each other, such as deciding that a student is above average in a group of students, we are making a NORM-REFERENCED interpretation; but if we judge each student's work based on absolute standards, we are making a CRITERION-REFERENCED interpretation.

Rubrics provide the criteria we use to assess students' work. HOLISTIC rubrics result in a single, global conclusion; and ANALYTIC rubrics involve generating multiple conclusions about various dimensions of students' performance. When multiple faculty will use a rubric, we should CALIBRATE/NORM them so they are applying the criteria in the same way. Part of this training process is to warn faculty to avoid the HALO EFFECT, which is letting judgments influence each other.

Some faculty base their assessment on student portfolios. Portfolios are one example of very engaging student learning strategies; these are called HIGH IMPACT PRACTICES. Students may be asked to create DEVELOPEMENTAL portfolios to document their growth over time or to create SHOWCASE portfolios, which contain their best work.

The major purpose of assessment is to improve learning, so we use results to inform curricular changes. Planning and implementing these changes is called CLOSING THE LOOP.

Reference:
Hudson, C. & Driscoll, A. (2018). Assessment Vocabulary Practice [Handout]. Assessment Leadership Academy, Oakland, CA.

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