

SECTION 10.d



Glossary

Assessment: Assessment is the systematic process of gathering information about what a student knows, a student is able to do, and a student is learning to do.

Assessment as Learning: Assessment as learning occurs when students reflect on their own learning and make adjustments so that they achieve deeper understanding.

Collaborative Learning: An approach to learning that stresses, in general, the importance of such factors as teamwork, interdependence, and interaction among students. Examples of collaborative learning could include small-group learning projects, cooperative learning, and peer tutoring.

Criterion-Referenced: Criterion-referenced assessment occurs when a teacher assesses or evaluates a student's achievement in meeting a stated learning outcome.

Evaluation: The process of making judgements and decisions based on the interpretation of evidence gathered through assessment for communicating student achievement.

Formative Assessment (Assessment for Learning): Assessment for learning occurs when assessment is designed to provide direction for improvement and/or adjustment to a program for individual students or for a whole class e.g., observation, quizzes, homework, instructional questions, initial drafts/attempts. Assessment for learning should offer students descriptive and frequent feedback.

Grade (Grading): A grade is the number reported at the end of a period as a summary statement of student performance.

Mark (Marking): A mark is the number, letter, or score given to a test or performance.

Norm-Referenced: Norm-referenced assessment occurs when a teacher assesses or evaluates a student's achievement in relation to other students within a class, across classes, or with other schools.

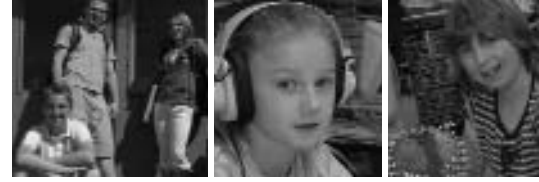
Outcomes: Outcomes are descriptions of the knowledge and skills that students are expected to know and are able to do at the completion of a course or a unit of study.

Provincial Standard: Provincial standards describe the expected level of student performance in relation to grade-specific and subject-specific outcomes.

Reliability: The degree to which an assessment or instrument is able to measure consistently a characteristic or attribute.



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Reporting: Reporting is the process of summarizing and clearly communicating the data collected through assessment and evaluation to students, parents, and administrators. Reporting may take various forms and may be done formally or informally. Through the process of reporting, teachers, parents, students, administrators, and other professionals are encouraged to discuss a student's achievement and plan for future success.

Rubric: A rubric is a fixed scale with a specific set of criteria that describes what performance should look like at each point on the scale. Usually a rubric indicates between three and five levels of achievement. If bridging between levels is added, the scale stretches from 5 to 9 levels.

Summative Assessment (Assessment of Learning): Assessment of learning occurs when assessment and evaluation is designed to provide information (evidence) for making judgements about a student's achievements at the end of a sequence of instruction, e.g., final drafts/attempts, tests, exams, assignments, projects, performances.

Validity: The degree to which test instruments and tasks measure the attribute(s) that they were intended to measure.

Notes