

AAC

... everyday assessment tools for teachers

achievement level	a student's demonstration of knowledge, skills and attitudes relative to grade level learner outcomes
assessment	process of collecting information on student achievement and performance that includes a variety of assessment tasks designed to monitor and improve student learning
assessment for learning	assessment experiences that result in an ongoing exchange of information between students and teachers about student progress toward clearly specified learner outcomes (also called diagnostic and formative assessment; refers to information not used for grading purposes)
assessment of learning	assessment experiences designed to collect information about learning to make judgments about student performance and achievement at the end of a period of instruction to be shared with those outside classrooms (also called summative assessment; refers to performance data compiled as a grade)
criteria	what students need to do to show they have achieved the learner outcomes (e.g. compare and contrast, explain, analyze)
descriptive feedback	part of an ongoing, specific and constructive conversation about learning that relates directly to the learner outcomes
evaluation	making decisions about the quality, value or worth of a response for the purpose of providing descriptive feedback (formative) and marks (summative)
learner outcomes	what we expect students to learn ; the provincially mandated knowledge, skills and attitudes we expect students to demonstrate as a result of schooling
mark	a letter, number or comment as a statement of student performance
peer-coaching	one student considering the quality of another's work and providing feedback by applying criteria to help improve performance ; requires a non-threatening and supportive relationship between the peers (also referred to in the literature as peer-assessment, peer-evaluation, peer-tutoring, or peer-editing)
performance level	how well a student demonstrates grade level learner outcomes
performance assessment	a meaningful, real-life task that enables students to demonstrate what they know and can do in situations like those they will encounter outside the classroom as well as in situations that simulate how people do their work
rubric	a fixed measurement scale and list of criteria that describe the quality of products or performances used to evaluate a student's performance
self-reflection	considering the quality of one's own work by applying criteria ; requires that a student feels safe enough to be honest in making objective observations about the work (also referred to in the literature as self-assessment or self-evaluation)