

# Assessment Glossary

achievement level	a student's <b>demonstration of knowledge, skills and attitudes</b> relative to grade level learner outcomes
assessment	<b>process of collecting information</b> on student achievement and performance that includes a variety of assessment tasks designed to monitor and improve student learning
assessment <b>for</b> learning	<b>assessment experiences that result in an ongoing exchange of information</b> 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 <b>of</b> learning	<b>assessment experiences designed to collect information</b> about learning to make judgments about student performance and achievement at the end of a period of instruction <b>to be shared with those outside classrooms</b> (also called summative assessment; refers to performance data compiled as a grade)
checklist	a <b>two-point evaluation tool</b> that indicates if a student has achieved a learner outcome [ <b>yes or not yet</b> ]
criteria	<b>statements</b> beginning with strong action verbs that identify the <b>learning to be achieved</b> , based on Alberta Programs of Study
descriptive feedback	part of an <b>ongoing, specific and constructive conversation</b> about learning that relates directly to the learner outcomes
evaluation	<b>making decisions</b> about the quality, value or worth of a response for the purpose of providing descriptive feedback (formative) and marks (summative)
grade (mark)	a <b>letter, number or comment reported</b> at the end of a period of time as a <b>summary statement of student performance</b> based on a <b>variety of summative assessments</b> [based on O'Connor, 1502, 241-242]
grade level of achievement	a <b>teacher judgment</b> based on the <b>results from a variety of classroom assessments throughout the school year</b> in relation to <b>learner outcomes in a subject area</b> after a course for a <b>specific grade level</b> has been completed
grading	a <b>process</b> to determine a <b>student's performance level</b>
learner outcomes	<b>what we expect students to learn</b> ; the provincially mandated knowledge, skills and attitudes we expect students to demonstrate as a result of schooling
peer-coaching	<b>one student considering the quality of another's work</b> and <b>providing feedback</b> by applying <b>criteria to help improve performance</b> ; 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 assessment	a <b>meaningful, real-life task</b> that enables students to <b>demonstrate</b> what they <b>know and can do</b> in situations like those they will encounter outside the classroom as well as in situations that simulate how people do their work
performance level	<b>how well</b> a student <b>demonstrates</b> grade level <b>learner outcomes</b> represented by a grade (mark)
rating scale	an <b>evaluation tool</b> of <b>three or more points</b> that illustrates how <b>frequently, consistently or independently</b> a student demonstrates a learner outcome
rubric	a <b>fixed measurement scale</b> and <b>list of criteria</b> that describe the <b>quality</b> of products or performances used to <b>evaluate</b> a student's performance
self-reflection	<b>considering the quality of one's own work</b> by applying <b>criteria</b> ; 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)



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