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|  | **Term** | **Definition** |
|  | **Aptitude test** | This term refers to a test intended to measure the test-taker's innate ability to learn. |
|  | **Assessment**  **Evaluation Techniques Glossary** | Assessment is the process of gathering evidence of what a student can do.  It is focused on measuring a performance,  work product, or skill in order to offer feedback to document strengths and growth and to provide directives for improving future performance. |
|  | **Choice questions** | Questions where students choose the correct or best answer/completion from a menu of alternatives. |
|  | **Criterion** | From ancient Greek, a term meaning a standard on which a judgment can be made |
|  | **Cut score** | Score used to determine the minimum performance level needed to pass a competency test |
|  | **Diagnostic assessment** | A type of assessment designed to measure a student’s current knowledge |
|  | **Essay question** | A question that requires students to answer questions in writing |
|  | **Evaluation** | It includes the collection of data, including analysis and reflection, as well as decisions based on the data.  An evaluation is more focused on making a judgment or determination concerning the quality of a performance or use of skills against a set of standards.  Evaluations are designed for and intended to document the level of achievement that has been attained. |
|  | **Formative assessments** | Observations which allow one to determine the degree to which students know or are able to do a given learning task. |
|  | **Holistic method** | In assessment, assigning a single score based on an overall assessment of performance rather than by scoring or analyzing dimensions individually |
|  | **Median** | A term meaning the point on a scale that divides a group into two equal subgroups |
|  | **Performance-based assessments** | Direct, systematic observation and rating of student performance of an educational objective, often an ongoing observation over a period of time, and typically involving the creation of products |
|  | **Practicality** | The feasibility of giving a particular test |
|  | **Profile** | A graphic compilation of the performance of an individual on a series of assessments |
|  | **Psychometrics** | Field of study meaning concerned with the theory and technique of educational and psychological measurement |
|  | **Rating scale** | A scale based on descriptive words or phrases that indicate performance levels |
|  | **Referenced tests** | A test in which a student or a group's performance is compared to that of a norm group |
|  | **Reliable test** | A test that consistently produces similar results |
|  | **Sampling** | A way to obtain information about a large group by examining a smaller, randomly chosen selection |
|  | **Scale** | A scoring guide used in subjective assessments |
|  | **Self assessment** | A process in which a student engages in a systematic review of their own work |
|  | **Standardized test** | An objective test that is given and scored in a uniform manner |
|  | **Standards** | Agreed upon values used to measure the quality of student performance, instructional methods, curriculum, etc |
|  | **Subjective questions** | The term for an assessment question that requires judgment to determine the answer’s worth |
|  | **Summative assessment** | An assessment that is carried out at the end of a course or unit.  Evaluation at the conclusion of a unit or units of instruction |
|  | **The impact** | the possible positive or negative consequences of using the test |
|  | ***The Standards for Educational and Psychological Testing*** | These set the requirements for validity and reliability in educational testing |
|  | **Valid test** | A test that measures what it is designed/intended to measure |