

Assessment Vocabulary

Term	Definition
Artifact	Something the learner produces that can be used to assess his/her learning.
Assessment	A shared process of purposeful, systematic measurement used to document, reflect upon, and improve subsequent learning experiences.
Assessment Framework	A representation of the processes and metrics used to evaluate outcomes at all levels of the curriculum. It includes a vocabulary of terms, a process for implementing an assessment plan, and guidance on how to assemble assessment data into documentation of learners' progress to be used to improve learning and institutional effectiveness.
Assessment Instrument	Used to assess learner learning. Examples include pre and post testing, surveys, and program portfolios.
Assessment Task	Complex and significant tasks learners complete to demonstrate achievement of one or more outcomes. Examples include assignments, projects, portfolios, presentations, and demonstrations. Designed to answer the question, "What can learners do 'in here' to demonstrate the intended outcomes?"
Capstone Assessment Tasks	Significant, culminating assessment points that ask the learner to synthesize learning and show evidence of the intended outcomes. Typically include final exams, final projects, practicums, internships, final papers, presentations and portfolios. Can be distributed across several parts of the program or concentrated at the end.
Closing the Loop	Seeing the assessment process through from start to finish, using evidence to evaluate student learning. This is the point where the institution self-assesses and evaluates the effectiveness of student learning and then makes recommendations and action plans for improvement.
Co-Curricular Assessment	The assessment of activities outside of the classroom (clubs, extra-curricular activities, athletics).
Concepts	Ideas that the learner must be able to comprehend and apply in different contexts.
Course Guide	Shows (at the Course Level) what learners need to be able to do to achieve the Student Learning Outcomes, how they will be demonstrated, and what essential content must be understood and mastered in the course. The Course Guide is a more in depth view and is a subset of the Program Guide.
Course Objective	Course objectives define a supporting skill, knowledge, or attitude leading to mastery of an Outcome. They are clear and concise statements that describe what you intend your students to learn / demonstrate by the end of the course.
Curriculum Map	The index or diagram of a curriculum to identify and address the overall coherence of a course of study and, by extension, its effectiveness. When educators map a curriculum, they are working to ensure that what students are actually taught matches the academic expectations in a particular subject area or program. A piece of the MPCP.

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Diagnostic Assessments	Primarily used to identify needs and to determine prior knowledge of individual participants. Diagnostic assessments usually occur prior to a learning experience. These are often known as “placement tests” or “placement exams.”
Direct External Measure	Those measures that evaluate a learner’s work by some external person or test. External tests can be certification, licensure or other professional exams. External person can be an advisory or panel member evaluating a capstone project, supervisor for a practicum or internship, etc.
Direct Internal Measure	Those measures that assess learners’ work by faculty, preceptors and other internal assessors. Learners’ work can be demonstrated in a portfolio, capstone project, etc.
Direct Measure	Learners show their mastery of student learning outcomes through demonstration of skills, knowledge, abilities. There are two types of direct measures: direct internal measures and direct external measures.
Evaluation	The analysis and use of data by faculty to make judgments about learner performance. Evaluation includes the determination of a grade or a decision regarding pass/fail for an individual assignment or for a course.
Evidence	Distinctly visible outward signs or indications that lead to conclusions/judgments/change.
Formative Assessment	Ratings and feedback given during a unit/course/program focused on improving learner performance in later assessments.
Indirect Measure	Perceptions or comparison data that allows for inferences to be made about mastery of student learning outcomes, but does not demonstrate actual learning. Graduate and employer surveys are common Indirect Measures.
Institutional Outcomes (Success Skills)	Represents the knowledge and skills that ALL Hocking College students are expected to acquire upon completion of their degree.
Issues	Those primary problems the learner must understand in order to achieve the intended outcome.
Learning Activity	An assignment, task, or instructional strategy designed to help learners master specific student learning outcomes prior to being assessed.
Multi-Page Curriculum Plan (MPCP)	A combination of 4 parts of the assessment process. It contains a Curriculum Map, Program Guide, Course Guide and Visual Curriculum all of which play vital roles in the continuous improvement cycle.
Norming	Raters meet to discuss rubric levels, what does a 4 look like, a 3, a 2, and a 1? Rating an assignment to see if all raters assess it at the same level
Outcomes	Statements that express clearly what learners should be able to do in real life context that educators are responsible for. What learners will be able to DO “out there” as a result of what they learn “in here.” Outcomes may be measured at the course, program, or institution level.

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Outcomes-based Education (OBE)	An educational system where learning outcomes drive the efforts of the entire system. This is accomplished by determining what outcomes should be achieved by students, doing everything to help students achieve those outcomes, and assessing the results. The OBE process involves the gathering of stakeholders to identify intended student learning outcomes and summative assessment points. This process may create outcomes for new programs or revise and update outcomes for existing programs.
Performance Indicators	Concrete measurable performances students must meet as indicators of achievement. They are the specific, measurable statements identifying student performance(s) required to meet the Student Learning Outcome.
Program	A sequence of courses that results in a certificate or degree
Program Guide	Shows (at the Program Level) what learners need to be able to do to achieve the Student Learning Outcomes, how they will be demonstrated, and what essential content must be understood and mastered in the program. A piece of the MPCP.
Program Outcomes	Describes what the learner should be able to do in real-life technical contexts and settings once they graduate, rather than inside the classroom.
Program Review	A planned interruption to review learning evidence across a span of several years. Among other things it includes the program's assessment plan which documents the assessment tasks and measurement tools that will be used to collect evidence of learner learning for each Student Learning Outcome.
Qualitative data	Exhibit differences in quality rather than amount. Qualitative data are often generated during subjective evaluation processes by subject-matter-experts. Learning facilitators knowledgeable in the subject area observe learner performance in real-world situations, make judgments and inferences about levels of learner learning, and express the evaluations in holistic narratives.
Quantitative data	Exhibit variance in amount rather than kind. Numeric scores are considered quantitative when the numbers connote different amounts of learning or achievement..
Reliability	The rate at which assessments are repeatable over time (by the same person – intra-rater reliability). Rating an assignment to see if all raters assess it at the same level (inter-rater reliability)
Rubric	A rating grid that specifies the characteristics to be assessed and describes what each accomplishment level would include. A qualitative assessment instrument that synthesizes the standards to help evaluators classify learner work.
Scoring Guide	A qualitative assessment instrument that explicitly describes the standards for good performance to help the learner know what “good” looks like. Can be used by learners, evaluators or assessors to provide feedback to improve performance or product.

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Skills	Abilities that are essential to the outcome; usually learned and mastered through practice and feedback. The best way to distinguish skills is simply to ask yourself what the student must be able to do that requires a routine of practice and feedback. The key is that it must be a process they can master. Combined with what the learner must understand (themes, concepts, issues) these form the content of the learning experience.
Student Learning Outcomes	The term Student Learning Outcome is a generic term for the broad description of outcomes used at Hocking College. It includes both the Institutional Outcomes (Success Skills) and the Program Outcomes.
Success Skills (Institutional Outcomes)	General education outcomes needed on the job, at home and in the community. They are work and life skills, behaviors and attitudes that all students need to develop.
Summative Assessment	Rating learners at the end of a course/program/unit without the expectation that learners may still improve on that outcome.
Summative Self-Assessment Review (SSAR)	The process of documenting our assessment work. Documents common themes, issues, conclusions, and changes needed in curriculum and resources which are needed to improve learning.
Validity	The degree to which the measurement aligns with the outcome. It measures what we want it to measure.
Visual Curriculum	A visual depiction of how learning progresses by constructing the learner's whole experience, from entry to graduation. Visual Curriculums illustrate the connections between courses, outcomes and assessment, allowing the members of a learning community to see how their courses and Student Learning Outcomes are aligned. This is achieved by visually representing the general flow pattern of the program and where courses fit into the overall learning experience. A piece of the MPCP.