

## **GLOSSARY OF GRADING & ASSESSMENT TERMS**

<b><i>Achievement</i></b>	Demonstration of student performance measured against specific criteria
<b><i>Assessment</i></b>	Gathering and interpreting information about student achievement (group or individual) using a variety of tools and techniques It is the act of describing student performance, primarily for the purpose of enhancing learning. As part of assessment, teachers provide students with feedback that guides their efforts toward increased achievement.
<b><i>Authentic Assessment</i></b>	Assessment tasks in which students demonstrate their knowledge and skills in ways that resemble “real life” as closely as possible
<b><i>Common Assessment</i></b>	Assessment that is administered in the same way across multiple classrooms
<b><i>Content Standards</i></b>	What students are expected to know and be able to do
<b><i>Criteria</i></b>	Characteristics or parameters of student performance
<b><i>Criterion-Referenced</i></b>	Assessment of students’ success in meeting stated expectations or standards
<b><i>Descriptive Feedback</i></b>	Information provided to students to tell them about their learning (what is working, what needs to change) Students should use this information to adjust their practices in order to improve learning and to learn from their errors. Descriptive feedback should be in comparison to models, exemplars, samples, descriptions, or criteria. It should refer to the work or the performance, not the student.
<b><i>Evaluation</i></b>	Making judgments about the quality of student achievement over a period of time, primarily for the purpose of communicating student achievement
<b><i>Exemplars</i></b>	Work samples that demonstrate specific levels of performance
<b><i>Formative Assessment</i></b>	The gathering of information during the learning process This information/data are used to provide direction for improvement and adjustment, often given in the form of descriptive feedback. Teachers record or track formative assessment in order to support decisions regarding instruction. Formative assessment data should not be used in the determination of interim or report card grades.
<b><i>Grade</i></b>	The number, letter, or level reported at the end of a period of time as a summary statement of student achievement
<b><i>Growth</i></b>	Improvement by an individual relative to prior performance

<b><i>Incomplete</i></b>	Grade assigned due to missing work and/or insufficient evidence of learning
<b><i>Learning Target</i></b>	An observable result demonstrated by a student's knowledge, skills, or behavior
<b><i>Outlier</i></b>	A score that is significantly different from the overall body of evidence
<b><i>Peer Assessment</i></b>	A reflective practice in which students make observations about their peers' performances, relative to expectations or specific criteria
<b><i>Performance Assessment</i></b>	Assessment that relies on observation of a student's performance or the product of a performance requiring students to demonstrate directly the specific skills and knowledge being assessed
<b><i>Performance Standards</i></b>	How well students are expected to demonstrate knowledge and skill
<b><i>Pre-assessment</i></b>	Assessment usually carried out prior to instruction that is designed to determine a student's attitude, skills, or knowledge to help the teacher identify specific student needs
<b><i>Progress</i></b>	Improvement by an individual, relative to a goal or standard
<b><i>Rubric</i></b>	A set of guidelines for assigning scores and providing feedback A solid rubric provides clear descriptions for all criteria being assessed and shows a range of performance from low to exemplary.
<b><i>Score</i></b>	The number or letter assigned to any student assessment or performance
<b><i>Standard</i></b>	Statement that describes what and/or how well students are expected to understand and perform
<b><i>Standardized Assessments</i></b>	Assessments that are administered and scored in exactly the same way for all students
<b><i>Standards-Based</i></b>	Instruction and assessment targeted at established content standards and designed to reveal what a student knows and is able to do
<b><i>Summative Assessment</i></b>	The gathering of data and information to inform stakeholders about the extent of student achievement relative to the expectations of a unit or course of study Interim and report card grades are based primarily on summative assessment data.