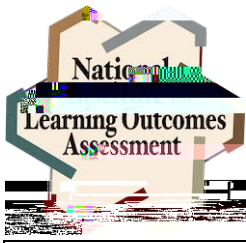


TERM	DEFINITION
Assessment	A participatory, iterative process that provides data institutions need on their students' learning, engages the college and others in analyzing and using that information to confirm and improve teaching and learning, produces evidence that students are learning the outcomes the institution intended, guides colleges in making educational and institutional improvements, evaluates whether changes made improve/impact student learning, and documents the learning and institutional efforts. The Higher Learning Commission (HLC) - https://www.hlcommission.org/
Benchmark	A criterion-referenced objective performance data point that can be used for the purposes of internal or external comparison. A program can use its own data as a baseline benchmark against which to compare future performance. It can also use data from another program as a benchmark. https://case.edu/assessment/about/assessment-glossary

Capstone Courses and Projects

Whether they're called "senior capstones" or some other name, these culminating experiences require students nearing the end of college to create a project that integrates and applies what they've learned. The project might be a research paper, a performance,



	<p>each component, at varying levels of mastery. Rubrics can be used for a wide array of assignments: papers, projects, oral presentations, artistic performances, group projects, etc. Rubrics can be used as scoring or grading guides, to provide formative feedback to support and guide ongoing learning efforts, or both.</p> <p>https://www.cmu.edu/teaching/assessment/basics/glossary.html</p>
Self-Assessment	<p>A process in which a student engages in a systematic review of a performance, usually for the purpose of improving future performance. May involve comparison with a standard, established criteria. May involve critiquing one's own work or may be a simple description of the performance. Reflection, self-evaluation, metacognition, are related terms.</p>
Standardized Test	<p>An objective test that is given and scored in a uniform manner. Standardized tests are carefully constructed and items are selected after trials for appropriateness and difficulty. Tests are issued with a manual giving complete guidelines for administration and scoring. The guidelines attempt to eliminate extraneous interference that might influence test results. Scores are often are often norm-referenced.</p>
Student learning outcome statement	<p>A specific description of what a student will be able to do at the end of the period during which that ability is presumed to have been acquired, and the focus of outcome assessment. (Note: some professional organizations may refer to these with different terms, such as objectives, indicators, abilities, or competencies). https://case.edu/assessment/about/assessment-glossary</p>
Summative Assessment	<p>Summative assessment is comprehensive in nature, provides accountability and is used to check the level of learning at the end of the program. For example, if upon completion of a program students will have the knowledge to pass an accreditation test, taking the test would be summative in nature since it is based on the cumulative learning experience. Program goals and objectives often reflect the cumulative nature of the learning that takes place in a program. Thus, the program would conduct summative assessment at the end of the program to ensure students have met the program goals and objectives. Attention should be given to using various methods and measures in order to have a comprehensive plan. Ultimately, the foundation for an assessment plan is to collect summative assessment data and this type of data can stand-alone. Formative assessment data, however, can contribute to a comprehensive assessment plan by enabling faculty to identify particular points in a program to assess learning (i.e., entry into a program, before or after an internship experience, impact of specific courses, etc.) and monitor the progress being made towards achieving learning outcomes.</p>
Validity	<p>The test measures the desired performance and appropriate inferences can be drawn from the results. The assessment accurately reflects the learning it was designed to measure.</p>
Value added	<p>The increase in learning that occurs during a course, program, or undergraduate education. Can either focus on the individual student (how much better a student can write, for example, at the end than at the beginning) or on a cohort of students (whether senior papers demonstrate more sophisticated writing skills-in the aggregate-than freshmen papers). To measure value-added a baseline measurement is needed for comparison. The baseline measure can be from the same sample of students</p>

