

Glossary

Term	Definition
Calibration	Calibration refers to a process used when raters evaluate the same student work samples and discuss their results until they reach consensus. The process is completed until ratings are consistent.
Comprehensive Assessment System	An assessment system that integrates curriculum, instruction, and assessment to involve students in meaningful assessment practices. It provides assessment users with information to support the continuous improvement of teaching and learning.
Content Standards	Content standards are descriptions of what students should know and be able to do in a specific content area.
Criteria	The criteria in a rubric (generally found as the table rows on a rubric) include a description of each element of the assessment that is being evaluated.
Descriptions of Performance	The descriptions of performance in a rubric are the language in the rubric that describe the criteria and levels of performance.
Formative Assessment	Formative assessment is a planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes, and support students to become more self-directed learners. Examples include an exit-ticket, check-in, or pop quiz.
Indicators	Indicators refer to the observable or measurable characteristics of the knowledge, behaviors, and skills that students are expected to demonstrate in a performance task. The indicators break down the performance outcome into concepts students need to know, understand, and demonstrate.
Interim Assessment	Interim assessments are administered during instruction. They are designed to evaluate students' knowledge and skills relative to a specific set of goals. The information is used to identify strengths and weaknesses in curriculum and instruction. Examples include a mid-unit quiz, chapter summary, or an exit ticket.
Level of Complexity	Level of complexity refers to the range of complexity of cognitive processes and behaviors required by the student to perform the task. Bloom's Taxonomy is one option, but others may be applicable.

Levels of Performance	The levels of performance in a rubric (generally found as the table columns on a rubric) determine to what degree the student has met the criterion.
Performance Assessment	Performance assessments require students to apply complex knowledge and skills to construct an answer, produce a product, or perform an activity. (Parsi & Darling-Hammond, 2015; McTighe, 2014).
Performance Outcomes	Performance outcomes are derived from content standards. They are the academic knowledge, behaviors, and skills that students are expected to learn and demonstrate in a performance task.
Performance Task	Performance task refers to the activity within the performance assessment that students perform to demonstrate their learning. These include the types such as essays, reports, demonstrations, and portfolios.
Portfolio	Portfolio-based assessments are purposeful collections of work that together provide a comprehensive picture of learning (Chatterji, 2003).
Reliability	Reliability refers to the consistency and dependability of an assessment. It refers to whether an instrument consistently measures the skill across respondents, time, or raters.
Rubric	Rubrics are organized guidelines used to ensure that judgements of student performance are accurate, consistent, and fair.
Summative Assessment	Summative Assessments are formal assessments that are used to measure overall curriculum and program effectiveness. They are a culminating assessment that indicates whether a student has learned a prescribed set of content. Examples include an end-of-unit test, or a high-stakes assessment like a state assessment.
Validity	Validity refers to the accuracy of assessment results and the inferences that we make about students' knowledge and skills based upon those results. Validity refers to whether an instrument measures what it intends to measure and whether the inferences drawn from an instrument are appropriate.
Weight	Weight refers to the percentage of total points that will be allocated to each performance outcome, which are reflected in the criteria on the scoring rubric.