

## Creighton University Glossary of Assessment Terms

This page provides abbreviations, terms, and phrases commonly used when discussing assessment at Creighton University. Definitions are denoted as used across the university or specifically within colleges or schools. If you have questions about, or want to add items to, the glossary, please contact your representative to the University Assessment Committee or [Scott Chadwick](#), Chair of the committee..

<u>Term</u>	<u>Definition</u>	<u>University</u>	<u>CCAS</u>	<u>COBA</u>	<u>Law</u>	<u>Nursing</u>	<u>Dental</u>	<u>Graduate</u>	<u>Medical</u>	<u>SPAHP</u>	<u>College</u>	<u>Student Services</u>
AAMC	American Association of Medical College								X			
ACLS Certification	Advanced Cardiac Life Support Certification								X			
Ability	The present or potential capacity perform a task or to use skills, including ones that are intellectual and physical.	X	X									
Accountability	The responsibility for implementing a process or procedure, for justifying decisions made, and for results or outcomes produced. Faculty members are often said to be accountable for their students' learning in the assigned subject area, within the limits of the students' abilities and the time and resources available.	X	X									
Accuracy	The degree to which the data and information collected about the performance of a student are correct measures of performance and are free from error.	X	X									
ADA	Americans with Disability Act	X										
Affective Domain	The range of feelings and emotions including interests, attitudes, motivations, values, and appreciations.	X	X									
Aggregating	The combining of two or more related scores into one total score.	X	X									
Alternative	A variety of assessment approaches that do not use	X	X									

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Assessment	multiple-choice or closed-response items, but instead require the student or students to generate or produce responses.											
American Association of Law Schools (AALS)	An organization of law schools with membership requirements.				X							
American Bar Association (ABA)	School of Law's accrediting body.				X							
Analysis	The interpretation of data.	X	X									
Anonymity	A guarantee that the data provided by a person in a research situation will not be attributed to that person.											
Announced Observation, Visit	An observation or visit that is prearranged with the student to be evaluated and for which the faculty member can prepare.	X	X									

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Aptitude	The potential for acquiring abilities or developing competencies.	X	X									
Artifact	(1) A product developed by the student or another individual. (2) An artificial statistical phenomenon or result (e.g. test ceiling and floor, lack of reliability, limited sampling of performance).	X	X									
Assess	To thoroughly and methodically analyze student accomplishment against specific goals and criteria. Assessment techniques include tests, exhibits, interviews, surveys, observations, etc. Good assessment requires a balance of techniques because each technique is limited and prone to error.	X	X									
Assessment	The systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development (Marchese, AAHE Bulletin, 40, 3-8, 1987).	X	X									
Assessment Plan	The written assessment document of the mission, goals, and objectives of the institution, the outcomes to be assessed, and the assessment strategies.						X					
Assessment Record (or Report)	The annual report to the previous year's assessment activities. It is a summary of the results and uses of results from the assessments.						X					
Assessment Results	The differences or similarities between intended and actual outcomes in the Assessment Records.						X					

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Attribute	A characteristic of an individual or of a thing or place such as the work context or the school. For individuals, attributes include, but are not limited to, attitude, ability, behavior, skill, knowledge, or interest.	X	X									
Audience	The person(s), committee, or organization to whom a message about assessment and assessment findings is constructed.	X	X									
Audit	An independent quality check and verification of the assessment and evaluation.	X	X									
Authentic Assessment	A form of performance assessment in which the activity simulates the contexts, tasks and ways people in “real-life” situations use knowledge and skills. An authentic task is one in which the student addresses a complex problem situation under real-life conditions (e.g., creating a report for a specific audience).	X	X									

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The Bar (see also, The Nebraska State Bar Association)	The licensing body for all lawyers authorized to practice law in Nebraska. Each state has its own bar association.				X							
Bar Examination or Bar Exam	An exam for admission to a bar. A person must pass the bar exam for admission to the bar and to practice law.				X							
Behaviors	Actions that are specific and observable.	X	X									
Benchmark	A referenced behavior or score for comparing observed performance at a given level. The absolute standard against which observed measurements are evaluated in an institutional effectiveness assessment.	X					X					
Bias	(1) A systematic tendency toward a lack of objectivity, fairness, or impartiality on the part of the assessor or evaluator, often based on personal preferences and inclinations. (2) Systematic error in the assessment instrument and procedures, or in the interpretation and evaluation process.	X	X									
Capstone Assessment	Assessment of outcomes structured into learning experiences occurring at the end of a program. The experiences involve demonstration of a comprehensive range of program outcomes through some type of product or performance. The outcomes may be those of the major and of the general education program or of the major only. (Palomba & Banta, 1999)	X	X									
Central Tendency Effect	A type of rater effect in which an assessor or an evaluator tends to rate students toward the mid-	X	X									

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	point of a scale or to judge the performance as average or neutral when it is actually well above or well below the middle level of the scale. This use of term central tendency is not the same as that used in statistics.											
Office for Medical Education	The mission of the OME is to facilitate medical student education by providing educational support and services to faculty and students and by managing and coordinating the curriculum.								X			
Classroom Assessment Technique (CAT)	Assessment techniques embedded into the classroom-based, or other, learning process. Assessment is conducted in the classroom, in part, because students benefit from opportunities to give and receive feedback on their learning before being evaluated/graded and they also need to learn self-assessment. Similarly, faculty benefit from gathering data to address questions about issues or problems in their teaching.									X		
Clinical Supervision	A process of collaboration between the faculty and the supervisor or administrator, designed to improve the faculties performance. This process usually includes pre-observation conference, observation and data collection, data analysis, pose-observation conference, and pose-observation conference evaluation report.	X										

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Coding	The process of transforming data, evidence, information, judgments, notes, and responses to numeric and-or alphabetic codes.	X	X									
Cognitive Domain	The range of knowledge and knowledge-related skills needed for learners to achieve different types of instructional objectives. These range from perception to knowledge of facts and acquisition of skills to higher-order inference.	X	X									
Combined Model	A scoring or evaluation procedure that uses features of both compensatory and conjunctive models.	X	X									
Comparability	The similarity of phenomena (e.g., attributes, performance, assessments, data sources) being examined. The amount or degree of comparability is often used to determine the appropriateness of using one phenomenon in lieu of another and to help ensure fairness.	X	X									
Compensatory Model	An evaluation or scoring procedure that permits trade-offs of one attribute against another (i.e., low performance on one attribute can be offset by high performance on another). Most compensatory models have an absolute minimal level of performance for each attribute, below which trade-offs are not permitted.	X										
Competence (Teaching)	A knowledge, skill, ability, personal quality, experience, or other characteristic that is applicable to the profession of teaching.	X	X									

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Competencies	What students should know, be able to do, and value.	X					X			X		
Competency	A discrete unit of learning resulting from the influence of educational experiences and mastered by an individual student.						X					
Component	One of the parts or processes in an evaluation system (e.g., pre-observation conference, group interview, classroom observation, portfolio).	X	X									
Component Committees	Committees which regularly review course content and grading policies, develop component-wide grading policies and schedules, and monitor curriculum for omissions and overlap.								X			
Component III Committee	Component committee for third year course.								X			
Component IV Committee	Component committee for fourth year course.								X			
Composite Score	A score that combines two or more scores or results for the same or related attributes.	X										
Computerized Assessment	The use of computers to measure performance on some attribute, not necessarily an attribute related to computers and technology.	X										
Concurrent Validity	See Validity	X	X									
Confidentiality	The protection of data and information from persons other than those authorized to have access.	X	X									
Congruence Analysis	The verification of data by using more than one instrument or source of data for assessing performance on the same criterion.	X	X									

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Conjunctive Model	An evaluation or scoring procedure that requires the student to attain a minimal level of performance on all attributes assessed.	X	X									
Consequential Basis of Validity	See Validity	X	X									
Considered Necessary	That which is judged to be required, but may not be sufficient, to obtain an accurate and valid estimate of learning performance or to make a sound decision about a student member.	X										
Consistency	Obtaining the same or similar results across multiple administrations or scoring of an assessment.	X										
Construct	An attribute of an individual or a phenomenon that is not directly observable, but which is theoretically based or is inferred from empirical evidence (e.g., a student being enthusiastic about the subject area).	X	X									
Construct Validity	See Validity.	X	X									
Contamination	A tendency for the assessor's data, the scorer's rating and judgments, or the evaluator's conclusions to be influenced or confounded by irrelevant knowledge about the student, other personnel, or other factors that have no bearing on the student's level of performance.	X	X									
Content Validity	See Validity.	X	X									
Context (Teaching)	The environment within which the student works. This includes, but is not limited to, physical facilities and setting, types of students, school and community characteristics, resource availability,	X	X									

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	classroom climate, school climate, degree of support provided by others, and demands made on the student.											
Contrast Effect	A type of rater affect in which an assessor or an evaluator tends to compare one student member to other student rather than comparing that student's level of performance to the standards.	X	X									
Correlation	The degree of relationship (linear or curvilinear) between two variable, scores, or assessments. Correlations, by themselves, do not imply cause-and-effect linkages between the two variables.	X	X									
Corroborating Evidence	The documentation that confirms or strengthens, and that provides support for other documentation on the same attribute, competency, or situation.	X										
Criterion	A dimension along which performance is rated or judged as successful or meritorious.	X	X									
Criterion-Related Validity	See Validity.	X	X									
Critical Incident	A significant and observable episode or performance (effective or ineffective) in a student's career that alters the direction of subsequent behaviors, activities, or events.	X	X									
Critical Incident Appraisal	The use of documentation concerning critical incidents when evaluating and making decisions about a student's current and potential performance.	X	X									

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CSS	College Student Survey	X										
Data	The information and evidence gathered during the assessment process for use in determining the level of learning outcomes.	X										
Descriptor	See Criterion.	X	X									
Outcomes	The results or products that a training program, process, instructional unit, or learning activity strives to achieve, as defined in measurable terms.	X	X									
Developmental Assessment	Evaluates students throughout their undergraduate experience rather than only at the end of they program. A true longitudinal approach would evaluate students at several points in the program, providing baseline information about students' knowledge and skills, and identifying changes in students' growth and development.	X	X									
Developmentally Appropriate	A characteristic of an assessment task that reflects the skills and knowledge which students, with a given level of training and experience, have had a reasonable chance of acquiring or learning.	X	X									

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Direct Assessment of Learning	Assessment process that measures learning itself. Can be value added, related to standards, qualitative or quantitative, embedded or not, using local or external criteria. Examples: most classroom testing for grades is direct assessment (in this instance within the confines of a course), as is the evaluation of a research paper in terms of the discriminating use of sources. The latter example could assess learning accomplished within a single course or, if part of a senior requirement, could also assess cumulative learning.	X										

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Direct measures	Instruments that measure a metric through actual observation of the performance on the metric.						X			X		
Disjunctive Model	An evaluation or scoring procedure that requires the student to achieve a minimal level of performance on only one of the attributes assessed.	X										
ED	Educational Directive								X			
Educational Policy Committee	The Educational Policy Committee is responsible for defining and revising the goals, objectives, structure, and content of the undergraduate medical curriculum.								X			
Effectiveness	An attribute of those schools, faculty, programs, and approaches that meet their stakeholders' needs.	X										
Efficiency	An attribute of those schools, faculty, programs, and approaches that balance effectiveness against considerations of costs.	X										
Embedded Assessment	A means of gathering information about student learning that is built into and a natural part of the teaching-learning process. Often used for assessment purposes, classroom assignments that are evaluated to assign students a grade. Can assess individual student performance or aggregate the information to provide information about the course or program; can be formative or summative, quantitative or qualitative. Example: as part of a course, expecting each senior to complete a research paper that is graded for content and style, but is also assessed for advanced ability to locate	X	X									

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	and evaluate Web-based information (as part of a college-wide outcome to demonstrate information literacy).											
Equivalence	The comparability of two or more parallel measures that have been designed to assess the same aspect of teaching and to yield similar evaluation results regardless of the measure used or the scoring/rating procedure applied.	X	X									
Error	The extent to which a score, assessment, or calculation is incorrect or inaccurate.	X	X									
Error of Measurement	The difference between a student's or group of students' obtained score and their true score on an assessment.	X										

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Estimate	An approximation of a true score, parameter, or value.	X										
Evaluation	Data collected for the purposes of a judgment as to the worth or merit of a product, program of instruction, or the performance of an individual student or faculty member, related to decisions about ranking or grading, improving, retaining or discontinuing the student, faculty member or program.	X										
	Using assessment results to improve departmental, divisional, or institutional effectiveness	X					X					
Evaluation Committee	The Evaluation Committee (four faculty and two students) is responsible for the assessment of all required medical school courses and clerkships. The Evaluation Committee reports to the Medical Educational Policy Committee, which has overall responsibility for management of the curriculum.								X			
External Assessment	The use of criteria, "rubric," or an instrument developed by an individual or organization external to the one being assessed. usually summative, quantitative, and often high-stakes. Example: GRE exams.	X	X							X		
External Measures	Ways to judge progress toward a metric or metrics devised or administered outside the school.						X					
Face Validity	See Validity.	X	X									
Feedback	The process of using assessment data to examine											

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	and improve the curriculum with respect to students achieving stated learning goals and objectives.	X	X									
First-Impression Effect	A rater effect in which an assessor to base judgments on early opinions rather than on a complete picture and tends to distort subsequent information to fit the initial opinion.	X	X									
Forced-Choice Response	A format for a test, assessment, rating, or survey item where the respondent is given a limited number of options from which to select an answer. In cases where there is a correct or best answer, the other options are referred to as distracters. Examples of forced-choice items are multiple-choice questions, true/false items, checklists, and Likert-type rating scales.	X	X									
Formative Assessment	The gathering of information about student learning-during the progression of a course or program and usually repeatedly-to improve the learning of those students. Example: reading the first lab reports of a class to assess whether some or all students in the group need a lesson on how to make them succinct and informative.	X	X									
Formative vs. Summative Assessment	Assessment for the purpose of improvement is said to be formative, and focuses on producing feedback so that faculty members and students can improve their performance. Assessment for the purpose of accountability is said to be summative. It focuses on overall judgments of performance, and is directed at an external audience. In practical terms,	X	X									

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	the same assessment methods and instruments can be used for both formative and summative assessment.											

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FRS 120	Freshman Seminar 120: Becoming a Master Student											X
Goal	<p>Description of intended results of learning stated in global, general terms, e.g. clear communication, problem solving. A goal tends to be more general than an objective.</p> <p>A major and general subdivision of the institutional mission statement that defines fixed areas of production and their attainment that should be addressed by specific measurable and achievable objectives or outcomes.</p> <p>A broadly defined statement of intention defined by the strategic planning process for the school. Not necessarily focused on student learning.</p>	X  X  X					X  X					
Grand Rounds Presentation	Weekly educational activity at Creighton University Medical Center.								X			
Halo Effect	A type of rater effect in which an assessor or an evaluator tends to base overall judgments or evaluations on selected pieces of information rather than on all available relevant information.	X	X									
High-Stakes Testing	An assessment to which important consequences, such as licensure or hiring, are attached to the results.	X	X									
Holistic Scoring	A type of grading in which an assignment is given		X									

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	an overall score. (Ewell, 1991; Palomba & Banta, 1999).	X										
Indicator	See Criterion.	X	X									
Indirect Assessment Methods	Assessment methods that involve <u>perceptions</u> of learning rather than actual demonstrations of outcome achievement (e.g. alumni surveys, employer surveys, exit interviews).	X	X									
Indirect Measures of (Student) Learning	Measures that provide second hand information about student learning. A questionnaire that asks students to estimate how much they have gained in certain areas of the curriculum is an indirect measure of their learning. It is not the primary data itself but an estimate or opinion about their learning.	X	X				X					

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Inference	A logical conclusion or judgment that is explicitly supported by data, evidence, and information gathered as part of the student evaluation process.	X	X									
Informed Consent	The agreement between concerned parties about the data-gathering process and/or the disclosure, reporting, and/or use of data, information, and/or results from student assessment and evaluation.	X										
Input Variables	Input variables are the conditions, materials, behaviors, etc. whose influence on learning is being assessed or which can affect learning. Some input variables can be environmental and thus out of the teacher's control. Just the same, they're relevant to the assessment.	X	X									
Institutional Effectiveness (IE)	Institutional effectiveness is how well an institution succeeds in accomplishing its mission, and it is best determined by the accomplishment (or no accomplishment or accomplishment somewhat) of explicit objectives within a given time. An analysis of IE data measures (i.e., effectiveness, efficiency, and excellence) via outcomes assessment allows identification of opportunities for improvement.	X	X									

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Instrument	A device used to collect data, information, and evidence. These devices can include tests, questionnaires, application forms, interview schedules, checklists, rating scales, and observation records.	X	X									
Internal Measures	Ways to judge progress toward a metric or metrics devised or administered by the school.						X					
Interview	A series of orally delivered questions designed to elicit responses concerning attitudes, information, interests, knowledge, and opinions. Interviews may be conducted in person or by telephone, and with one student or a group of faculty. The three major types of interviews are: (1) structured, where all questions to be asked by the interviewer are specified in advance; (2) semi-structured, where the interviewer can ask other questions and prompts in addition to the specified questions; and (3) unstructured, where the interviewer has a list of topics, but no or few specified questions.	X										
Judicial Affairs	Office of Judicial Affairs											X
KSAs	An abbreviation for knowledge, skills, and abilities.	X	X									
Law School Admissions Council (LSAC)	A body that collects data on applicants, students, and graduates.		X									
Liaison Committee on Medication Education (LCME)	The Liaison Committee on Medical Education is the nationally recognized accrediting authority for medical education programs leading to the M.D. degree in U.S. and Canadian medical schools.								X			

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Learning Environments	The settings in which student learning occurs.	X	X									
Learning Outcomes Assessment	Assessment of student learning focused on student learning outcomes-what can student do upon completion of the activity, program etc? Measurement and programmatic feedback on student achievements in relation to program goals (e.g., in senior exit surveys, pre post measures of values, critical thinking, portfolios reflecting specific competencies, etc.)		X									
Local Assessment	Means and methods that are developed by an institution's faculty based on their teaching approaches, students, and learning goals.	X										
Longitudinal Clinic	Students are assigned to a clinic one half-day per week to reinforce History and Physical Examination skills learned in the first year.								X			
M1, M2, M3, M4	Refers to respective years of medical school.								X			

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Measure	The agreed upon kind and value of a data set used to assess a specific objective (i.e., the instrument for determining size, extent, or amount of something).	X										
Medical Education Management Team	Committee of academic leaders formed in 2001 to improve institution-wide communication of the goals and objectives of the education program.								X			
Metric	The written, active, and operational subdivisions on an objective that are well defined and measurable in their accomplishment.						X					
Mission										X		
Mission Statement	The internally defined statement that documents the vision of the institution and answers the question?" What is the organization attempting to accomplish?" It defines in general and philosophic conditions all of the production areas of the institution and is subdivided into operational goals, specific objectives and metrics.						X					
Mission Statement Objective	A broadly defined statement of intention defined by the strategic planning process for the school. Not necessarily focused on student learning.						X					
Model	An example of a coherent method, approach, procedure, or strategy of teaching or learning, as defined by its key or unique assumptions, propositions, attributes, supportive theory, research, practical precedent, or foundation, and which implicitly defines accomplished or good teaching or learning.	X	X									

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Modeling	The use of exemplar teachers or students to demonstrate practices of good teaching or learning to other faculty or students for the purpose of improvement or of repertoire expansion.	X	X									

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Multicultural Affairs (Office of)	The mission of the Office of Multicultural Affairs is to develop, facilitate, and maintain an appreciation for cultural diversity within the Creighton community.											X
Multiple Measures	The array of different types of evidence that are collected or assessment instruments that are used to better assess a student's knowledge, skills, and values. Together, multiple measures of the same attribute provide a more comprehensive, reliable, and valid measure of that attribute than any one measure alone.	X	X									
NBME	The National Board of Medical Examiners is an independent, not-for-profit organization that provides high quality examinations for the health professions.								X			
NBME Subject Exam	National Board of Medical Examiners Subject Exam								X			
NBPTS	National Board for Professional Teaching Standards.	X	X									
Nebraska State Bar Association (see also, The Bar)	The licensing body for all lawyers authorized to practice law in Nebraska. Each state has its own bar association.				X							
Norm-referenced	Tests that are compared to a norm or average of performance by similar students. Norms are statistics that describe the test performance of a well-defined population.	X	X									
NRMP	National Residency Match Program								X			

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Objectives	<p>Synonymous with desired outcomes. Statements that describe measurable expectations of what students should be able to think, know or do when they've completed a given educational program. Each statement should describe one expectation; should not bundle several into one statement. The statements must be clear and easily understood by all faculty in the area/department.</p> <p>The written, active, and operational subdivisions of a goal that are well defined and measurable in their accomplishment. An objective should be specific to what will be done, who will do it, when it will be completed, and how it will be evaluated (as well as by what measure). An objective is comprised of similar outcomes.</p>	X					X			X		
Observable	That which can be seen and documented by another person. For example, the tone of the student's voice can be observed and recorded, but the thinking of the student that determined the tone of voice cannot be observed.	X										
Observation	One of several methods used to collect data about student behavior, the teaching context, and the learning environment. Observing should include the recording of evidence and notes while watching the student.	X										
Observer	The person who collects evidence and notes about what he/she is observing, in either a classroom or another setting. The observer is an assessor, but	X										

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	may or may not be an evaluator.											
Obtained Score	The actual results for a student on an assessment. Because of error of measurement and other factors, the obtained score may not be the same as that student's true score.	X	X									
OERI (USED)	Office of Educational Research and Improvement of the United States Department of Education	X	X									

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Office of Primary Responsibility (OPR)	OPR. The person of committee with the primary responsibility to monitor, track and affect change over a given metric.						X					
Open-Ended Response	A format of a test, assessment, or survey item that calls for the answer to be supplied by the respondent rather than selecting from a list of options. Examples include essay questions, short-answer questions, drawings, and fill-in-the blank items.	X	X									
Operational Definition	A very precise statement about how observed behaviors or events will be interpreted as representing a designated construct.	X	X									
Operationalize	The defining of a psychological or physical attribute by the way it is measured. For example, faculty expectation may be operationalized by the number of higher-order versus lower-order questions the faculty member asks of individual students.	X	X									
Orientation	The acquainting of some or all stakeholders with the student assessment and evaluation policies, procedures, and processes in order to promote understanding and to improve the quality of the assessment and evaluation.	X	X									
OSCE	Objective and Structured Clinical Evaluation. A performance-based assessment of clinical skills.								X	X		
Desired Outcomes	Statements that describe qualitative or quantitative measurable expectations of what students should be able to think know or do when they've completed a	X	X				X					

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	given educational program. Synonymous with learning objectives. Each statement should describe one expectation; should not bundle several into one statement. The statement must be clear and easily understood by all faculty in the area/department. (Nichols, 2000)											

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Outcomes Variables	The results or products of learning. Examples include student mastery of skills, completion of courses, student projects, and student performance on standardized tests.	X	X									
Pattern	A series of similar behaviors or common attributes over a period of time or across different settings or contexts.	X	X									
Pedagogy	The art and science of teaching. Some pedagogical skills apply across teaching situations whereas others apply only to specific subject areas.	X	X									
Peer Review	The assessment of a faculty member by other faculty members, usually done to provide feedback to the assessee for purposes of professional development and improvement, or to provide subject-matter and context related expertise not possessed by other involved in the evaluation process.	X	X									
Percentile Rank	A number indicating an individual's performance level or score in relation to its standing in the distribution of scores of a representative group of individuals. A percentile rank of 95 means that the individual did as well as or better than 95% or the group upon whom the percentile ranks based. Percentile ranks cannot be arithmetically manipulated due to their varying interval nature.	X	X									
Performance Assessment	A general term for an assessment activity in which students demonstrate what they can do with what they know (in contrast to only recalling information	X	X									

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	they remember). They demonstrate their learning through some kind of oral or written product.											
PGY1 Program Director's Evaluation	Evaluation complete by the residency program director during the first year of the residency program.								X			
Pilot Testing	A preliminary try-out of a new or revised assessment or process. Pilot testing considers such areas as comprehensiveness and clarity of direction, format of assessment materials, adequacy of resources or equipment to be used for the assessment, quality of assessor/evaluator training programs, and timing of assessment tasks.	X	X									
Portfolio	Structure for facilitating reflection on work/learning; a collection of evidence which demonstrates continuing acquisition of skills, knowledge, attitudes, understanding and achievement.		X								X	
Portfolio Assessment	A type of direct measure, a performance measure, in which students' assignments are carefully reviewed for evidence of desired learning outcomes. The portfolios contain work selected over a period of time, with materials added as the student progresses through the course/program. In addition, the portfolios usually include students' reflective learning/outcomes analysis statements.	X	X									

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	(Lyons, 1998)											
Predictive Validity	<i>See</i> Validity.	X	X									
Prerequisite Knowledge	The prior knowledge that is necessary in order to learn how to solve problems or to acquire new knowledge and skills.	X	X									
Primary Trait Analysis	Factors or traits (assignment specific) that are considered in scoring an assignment generally stated in a hierarchical scale of three to five incremental levels of achievement quality. For each level on the scale, there is a specific statement that describes expected behavior (criterion) at that level. (Palomba & Banta, 1999; Walvoord & Anderson, 1998)	X	X									

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Process	The measure of productivity, as inputs are converted to outputs in the educational system. Process refers to linked activities with the purpose of producing programs and services for stakeholders. Institutional effectiveness assessment focuses not on the process but on the product.	X	X				X					
Program Assessment	<p>Uses the program as the unit of analysis for assessment of student learning – ideally should be program goals and objectives as basis for assessment.</p> <p>Involves data collection to determine the extent to which the goals of the program are being achieved. Typically involves student learning outcomes in relation to program goals (knowledge, skills or competencies, and values). Also seeks information on the adequacy of student recruitment and retention, resources available to the program, extent to which the planned curriculum is being implemented as designed, and feedback from various audiences (alumni, employers, disciplinary members...)</p>		X									
Program Evaluation	Involves collecting information about a program or some aspect of a program to make necessary decisions about the program. Program evaluation may include a variety of evaluations: needs assessments, cost/benefit analysis, effectiveness,	X	X				X					

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	efficiency, formative, summative, goal-based, process, outcomes, etc. Results in a decision to retain, improve or terminate a program based on comprehensive evaluation criteria (typically based on a model).		X									
Program Review	Evaluation of a program's contribution to students, faculty, institution and larger community.		X							X		
Protocol	(1) The rules and formalities that guide the administration and scoring of an assessment. (2) A record or document of evidence and information relating to an assessment.	X	X									
Psychomotor Domain	The range of locomotor behaviors needed to explore the environment and perform tasks as well as the sensory-motor activities that are essential to learning and communication.	X	X									
Qualitative Assessment	Collects data that does not lend itself to quantitative methods but rather to interpretive criteria.	X	X									
Qualitative Information	The facts and evidence that describe a student's performance and that typically are recorded in written, audio, or visual form.	X	X									
Quantitative Assessment	Collects data that can be analyzed using quantitative methods.	X	X									
Quantitative Information	The facts and evidence that describe a student's performance and that typically are recorded in numeric, statistical, or graphic form, or can be meaningfully represented by numbers.	X	X									

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Rater Effect	The tendency of an assessor to rate a student's performance at a level that does not accurately or consistently reflect the performance level of that student. There are several types of rater effect, all of which are possible sources of systematic error of measurement.	X										
Rating	A systematic measure of some attribute of teaching, using a numerical or descriptive continuum.	X	X									
Raw Score	A score obtained from a test, assessment, observation, or survey that has not been converted to another type of score such as a standard score, percentile rate, ranking, or grade. By itself, a raw score provides little useful information about an individuals' performance. Examples of raw scores include a count of the number of correct answers on a vocabulary text, a tabulation of the occurrence of a certain type of event during an observation, or an initial rating on a portfolio document.	X	X									
Reliability	The degree to which an assessment or instrument consistently measures an attribute. There are several types of reliabilities, for example: <u>Intra-Rater</u> - the degree to which the measure yields consistent results over different students with the same students performing at the same level by the same assessor;  <u>Inter-Rater</u> - the degree to which the	X	X									

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	<p>measure yields similar results for the same student at the same time with more than one assessor;</p> <p><u>Internal Consistency</u>- the degree to which individual observations or items consistently measure the same attribute; and</p> <p><u>Test-Retest</u>- the degree to which the measure produces consistent results over several faculty members assessing the same attribute of a student.</p>											
Replicable	An attribute of an assessment or observation system indicating that the process used to obtain the data and evidence is explicit and can be repeated.	X	X									
Reporting	The process of communicating results and recommendations to the designated individual or groups. When reporting to the students of a program or college, this would be considered part of feedback.	X	X									
Reporting Scheme (Complex)	A record of evidence describing a student's performance that simplifies the data collection through classifying, coding, or analyzing them.	X	X									

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Responses	The answers to test, interview, or questionnaire items.	X	X									
Results	The consequences and outcomes of a process or an assessment. They may be tangible such as products or scores, or intangible such as new understandings or changes in behavior.	X	X									
Rubric	A rubric indicates the criteria used to judge student performance, and distinguishes among different levels of quality in student work. Rubrics are commonly combined into a set of rubrics through which to evaluate students' work. A good rubric clearly defines the quality of work expected of students. Faculty and students can use rubrics to identify strengths and weaknesses in student performance, and how the work compares to departmental expectations or standards.	X	X									
Sampling	The selection of an array of teaching performances and settings to be evaluated so that they are wide enough in range and large enough in numbers both to: (1) cover the scope of the performances addressed by the evaluation system in terms of representativeness and comprehensiveness, and (2) permit valid inferences about performances to be made.	X	X									
Scale (Rating)	A series of numerical or descriptive ratings on a continuum used to assess or judge specific levels of performance.	X	X									

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Scholarship of Teaching and Learning (SOTL)	The scholarship of teaching and learning is systematic and thoughtful investigation of student learning for purposes of improving practice and student success. Often conducted by individual faculty or groups of faculty within their own classrooms or programs, results are usually made available for review and use beyond a local setting (Carnegie Foundation, 2004).	X										
Scorer	An assessor who summarizes the results of an assessment for use by an evaluator or decision maker.	X										
Scoring	The process of determining the value of a performance on an indicator or criterion.	X										
Scoring Dimension	An attribute or facet of behavior or performance in a domain. Dimensions are usually determined through logical or statistical analysis, and sometimes are reported as part scores.	X										
Self-Assessment	The process of judging one's own classroom performance for the purpose of self-improvement. A student may use such techniques as observing and modeling exemplary faculty, filling out self-rating forms, completing open-ended self-reports, keeping a log, compiling a portfolio, or using self-study handbooks and materials.	X	X									
Self-Report Measures	Those instruments in which faculty or students record their own recollections of events, feelings, judgments, and attitudes.	X	X									
Situational	The extent to which it is appropriate to use an	X	X									

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Specificity	assessment conducted in one setting or context for other settings or contexts.											
Skill	The ability to use knowledge in a practical manner.	X	X									
SOAP	Subject Objective Assessment Plan								X			
SOM	School of Medicine								X			
SOTL	<i>See</i> Scholarship of Teaching and Learning	X	X									
Specifications (Assessment)	A delineation of the major attributes of an assessment to be developed, including breadth and depth of content to be covered, level of difficulty, format of the assessment materials, supplies and equipment needed, level of complexity, administrative process, scoring procedures, and numbers and types of items and tasks.	X	X									
Spontaneous Performance Assessment	A measure based on observing, without prompting or pre-announcing, what a student does during non-assessment activities.	X	X									
Standard	Sets a level of accomplishment all students are expected to meet or exceed. Standards do not necessarily imply high quality learning; sometimes the level is a lowest common denominator. Nor do they necessarily imply complete standardization in a program; a common minimum level could be achieved by multiple pathways and demonstrated in various ways. Examples: carrying on a conversation about daily activities in a foreign language using correct grammar and comprehensible pronunciation; achieving a certain score on a standardized test.	X	X									

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Standard Score	An indicator of the relative standing of a score within a normal distribution of scores, defined by its mean and standard deviation. By transforming raw scores to standard scores, the user can interpret intervals between any two score points in relation to a reference population. Z scores are a commonly used standard score transformation, providing a normal distribution with a mean of zero and a standard deviation of one. A student assessment system may use several different tests or assessments. If it is important to compare a student's performance on the different assessments, then the scores from each test or assessment need to be standardized. Given that each of the assessments may have a different number of items or rating scales points and each may have been administered to different groups of students, standardizing the scores within each distribution becomes a necessity for purposes of comparing a student's performance on the different assessments. By transforming the raw scores for each assessment into standard scores, it becomes possible to determine a student's relative strengths and weaknesses within the groups of students upon which the scores were standardized.	X	X									
Standardization	The use of consistent procedures for administering, scoring, reviewing, interpreting, and reporting the results of the learning assessment.	X	X									

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Standardized Conditions	The administration of an assessment process or instrument to all students in an identical manner.											
Standards <i>legal</i>	Those guidelines and requirements related to an assessment that are specified in the law, governmental policies and regulations, university policies, and court decisions.	X										
<i>professional</i>	Those guidelines related to an assessment that are specified by the individuals and associations in the career area affected, directly or indirectly, by the assessment.	X										
<i>technical</i>	Those guidelines related to an assessment that are specified by psychometricians, statisticians, test publishers, and specialists in the domain covered by the assessment.	X										
Structured Performance Assessment	A measure based on the administration of an assessment instrument or task at a specified time and in a designated manner.	X	X									
Student Learning										X		
Student Learning and Development	Learning is a complex process. It entails not only what students know but what they can do with what they know; it involves not only knowledge and abilities but values, attitudes, and habits of mind that affect both academic success and performance beyond the classroom. ( <i>Principles of Good Practice for Assessing Student Learning</i> )	X	X									
Student Learning	The measures of student achievement of knowledge	X	X									



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	about its quality or worth compared to previously defined standards. (Palomba & Banta, 1999)											
Synthesis	The process of combining data and information from multiple sources, or of ratings and judgments on separate scoring dimensions in order to arrive at a conclusion or result.	X	X									
Systematic Validity	<i>See Validity.</i>	X										

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Teachable	The practicality or feasibility of providing instruction on a topic, knowledge area, or skill in terms of the readiness of the learners, the expertise of the faculty, and the availability of resources.	X	X									
Test <i>noun</i>	An assessment instrument consisting of a sample of items or tasks from a particular domain and that can provide an estimate of performance in that domain.	X										
<i>verb</i>	To administer an instrument or implement an assessment process.	X										
Training	The provision of instruction and planned activities to facilitate the learning of specific knowledge, skills, abilities, attitudes, and behaviors.	X	X									
Transferability	The degree to which the knowledge and skills demonstrated in solving an assessment task can be used in solving other work-related tasks and real-world activities.	X	X									
Transportability	The appropriateness of extending the use of a policy, instrument, assessment procedure across different student groups, subject areas, instructional approaches, learning activities, school settings, etc.	X	X									
Triangulation	The attempt to obtain more valid results by using multiple sources of data about one aspect of performance, multiple methods of collecting data, and/or multiple interpretations of the same data.	X	X									
True Score	An ideal score that represents an assessment result which is entirely free of error. Sometimes true score is thought of as the average score of an infinite	X	X									

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	series of assessments with the same or exactly equivalent instruments, but with no practice effect or change in the person being assessed across the series of assessments.											
Unintended Consequences	Any unplanned or unanticipated outcomes that occur as a result of implementing an assessment.	X	X									

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USMLE	United States Medical Licensing Examination								X			
Validation	The process of determining the appropriateness, meaningfulness, and usefulness of a measure, and instrument, or an assessment process, and of the inferences made from the results of it.	X	X									
Validity	<p>The extent to which the test scores or responses measure the attribute(s) that they were designed to measure. Several types of validity are described below.</p> <p style="padding-left: 40px;"><u>Concurrent</u>- The relationship of one measure to another simultaneous measure or variable assessing the same or a related attribute.</p> <p style="padding-left: 40px;"><u>Consequential Basis of Validity</u>- The assemblage of information on the theoretical and value implications of the way that the results of testing are used, and the appraisal of both the potential and actual social consequences of the testing, including side effects.</p> <p style="padding-left: 40px;"><u>Construct</u>- The degree of fit of a measure and its interpretation with its underlying explanatory concepts, theoretical rationales, or foundations.</p> <p style="padding-left: 40px;"><u>Content</u> - (1) The appropriateness of the</p>											

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<u>Term</u>	<u>Definition</u>	<u>University</u>	<u>CCAS</u>	<u>COBA</u>	<u>Law</u>	<u>Nursing</u>	<u>Dental</u>	<u>Graduate</u>	<u>Medical</u>	<u>SPAHP</u>	<u>College</u>	<u>Student Services</u>
	<p>domain definition and the sampling of content. (2) The extent of congruence between the scope of a content area that an instrument or process claims to cover and what it actually does cover. Both definitions are aspects of construct validity.</p> <p><u>Criterion-Related</u>- The correlation or extent of agreement of the test score from an assessment with one or more external variables that measure the attribute being assessed.</p> <p><u>Curricular</u> - The extent to which the items on the assessment or test measure the content of a local curriculum, or the extent of agreement between the test coverage (topics, breadth and depth, skills, cognitive complexity) and the goals and objectives of the curriculum.</p> <p><u>Evidential Basis of Validity</u> - The assemblage of information about the construct validity of the test scores and measurements, as well as the relevance of the measurement to its applied purpose and its utility in an applied setting. Construct validity, in this case, includes information</p>											

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	<p>collected from content and criterion-related validation procedures.</p> <p><u>Face</u> - The perceived extent of acceptability or legitimacy of an instrument or process to faculty, administrators, policymakers, students, parents, the general public, and other stakeholders concerned with student evaluation and the quality of teaching.</p> <p><u>Instructional</u> - The degree to which the items on a test measure: (a) what is actually being taught, and (b) what the individuals being assessed have had an opportunity to learn.</p> <p><u>Predictive</u> - The relationship of a measure to performance in a future context such as a new work setting or to the results obtained on a future measure assessing a similar or a different (but presumably related) attribute.</p> <p><u>Systemic</u> - The negative and positive consequences of testing that should be monitored in order to evaluate the long-range value of the test.</p>											
Value-Added	The increase in learning that occurs during a course, program, or undergraduate education. It	X										

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	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). It requires a baseline measurement for comparison.											
Variable	A behavior, characteristic, or event that can change in value from one context to another or over time, or from one individual or group to another.	X	X									
Weighted Score	A score adjusted by such factors as the importance of the attribute assessed to student performance, or the reliability and validity of the assessment from which the score was derived, or a combination of such factors	X	X									
Work Sample	An assessment method that uses actual and typical on-the-job activities or tasks.	X	X									
Work Simulation	A surrogate or imitation of a work sample task.	X	X									
YFCY Survey	Your First College Year Survey											X

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