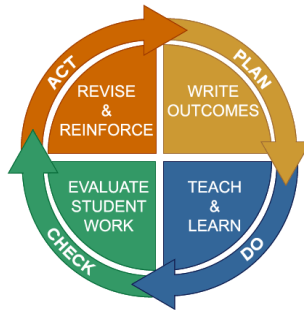
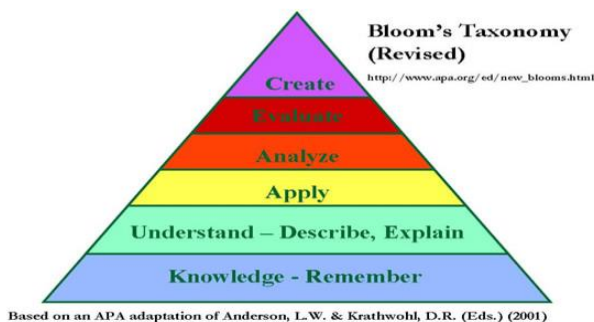


Assessment Terminology

Assessment: The ongoing process of (1) establishing clear, demonstrable, observable student learning outcomes, (2) ensuring that students have sufficient learning opportunities to achieve these outcomes, (3) systematically gathering, analyzing and interpreting evidence; and (4) using the resulting information to understand and improve student learning. “Assessment is deciding what we want our students to learning and making sure they learning it” (Suskie, 2018, p. 8).



Bloom’s Revised Taxonomy: Six cognitive learning levels that can be usefully distinguished from one another by the verbs used in assessment at each level; the levels are remember, understand, apply, analyze, evaluate, and create. (Suskie, 2018)



Closing the Loop: In the assessment four-step cycle of establishing learning goals, providing learning opportunities; assessing student learning; and using the results. In the fourth step, evidence of student learning is used to understand and improve student learning by improving the other steps in the cycle: Establishing **learning goals**, ensuring sufficient learning opportunities, and assessing learning (Suskie, 2018, p. 8).

Direct Assessment: Assignments involving tasks or activities that require students to demonstrate directly what they have learned in terms of knowledge and/or skills.

- Artifacts produced by students to demonstrate their learning or skills

Indirect Assessment: Assignments involving tasks or activities from which one can infer student learning but in which that learning is not demonstrated directly. Signs that students are probably learning, often based on reports of perceived student learning.

Learning Outcomes: **Learning outcomes** or **learning goals** are goals that describe how students will be different because of a learning experience. More specifically, learning outcomes are the *knowledge, skills, attitudes*, and *habits of mind* that students take with them from a learning experience (Suskie, 2018, p. 41).

Rubrics: a writing guide for assessing student work. At a minimum, it lists the things you are looking for when you assess student work (Suskie, 2018, p.190).